For Reference

NOT TO BE TAKEN FROM THIS ROOM

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
universitatis
albertaensis

QUAECUMQUE VERA

HIGH LEVEL BINDERY
10762-82 Ave., Edmonton
"The Highest Level of
Craftsmanship"

UNIVERSITY OF ALBERTA
LIBRARY

Regulations Regarding Theses and Dissertations

Typescript copies of theses and dissertations for Master's and Doctor's degrees deposited in the University of Alberta Library, as the official Copy of the Faculty of Graduate Studies, may be consulted in the Reference Reading Room only.

A second copy is on deposit in the Department under whose supervision the work was done. Some Departments are willing to loan their copy to libraries, through the inter-library loan service of the University of Alberta Library.

These theses and dissertations are to be used only with due regard to the rights of the author. Written permission of the author and of the Department must be obtained through the University of Alberta Library when extended passages are copied. When permission has been granted, acknowledgement must appear in the published work.

This thesis or dissertation has been used in accordance with the above regulations by the persons listed below. The borrowing library is obligated to

Thesis
1969F
248

THE UNIVERSITY OF ALBERTA

AN EXAMINATION OF THE CRITERIA OF TEACHER EVALUATION EMPLOYED BY HIGH SCHOOL PRINCIPALS IN VICTORIA, AUSTRALIA

by

© EDMUND BARRINGTON THOMAS

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
FALL, 1969

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Examination of the Criteria of Teacher Evaluation Employed by High School Principals in Victoria, Australia," submitted by Edmund Barrington Thomas in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was designed to examine the criteria of evaluation employed by High School principals in Victoria, Australia, when forming opinions that certain teachers were worthy of promotion to classroom or administrative positions.

The instrument used included two thirty-item questionnaires listing the same evaluative criteria, but in different sequence. Principals were requested to score the criteria on a four point scale, for each of the two promotion situations. The criteria gave equal emphasis to the three categories of process, product, and presage criteria. Questionnaires were sent to all Victorian High School principals, and ninety-one per cent forwarded usable responses.

The statistical procedures utilized to analyze the data included frequency counts to isolate the common body of criteria employed in evaluating teachers for classroom and administrative promotion; the ranking of all thirty criteria for both evaluative situations, according to the percentage of respondents who stated that they always or frequently employed a particular criterion; a comparison of rank order, and the use of Pearson-S contingency co-efficients, to determine whether the emphasis placed upon particular criteria changed from one evaluative situation to the other; the classification of the ranked criteria into the categories of process, product, and presage criteria, to determine the emphasis placed upon these categories in each evaluative situation, and also a factor analysis to ascertain whether

criteria tended to cluster into these three categories; chi square tests to determine if significant differences existed in the responses of principals according to selected categories of certain variables; the listing of additional criteria of evaluation employed by principals according to weighted frequencies, and the further categorization of this information using Barr's classification. A sample of principals' free comments on the study was also classified under suitable headings.

Analysis of the data disclosed that a common body of evaluative criteria was employed for classroom promotion, and also for administrative promotion. The emphasis placed upon most of the criteria listed changed from one evaluative situation to the other. Process criteria was most stressed for classroom promotion; presage criteria was most stressed for administrative promotion. A relationship was established between certain criteria of evaluation used by principals and their age, length of experience, time spent in classroom teaching; the size, location, and size and location of their schools, for each evaluative situation.

Recommendations included the development of a guide to good teaching, and a guide to assist the selection of administrators.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge his indebtedness to many people. The guidance given by Dr. D.A. MacKay and the other members of the committee, Dr. D. Friesen and Dr. M. Nay has been greatly appreciated.

The writer expresses his appreciation of the sponsorship of the Education Department of Victoria, Australia, and the financial assistance received from the Victorian Teachers' Tribunal and the University of Alberta, without which this study would not have been possible. He is indebted to Mr. T.J. Moore, Assistant Director of Secondary Education in the Education Department of Victoria and also to his colleagues, the High School principals of Victoria, Australia, for their interest in, and support for this study.

The encouragement of Dr. G.L. Mowat, Head of the Department of Educational Administration in the University of Alberta, is gratefully recognised.

Mr. D. Flathman, of the Division of Educational Research, provided invaluable assistance with the computer programming. Mrs. Isabel Bince showed patience and care in typing the manuscript.

Finally, the writer wishes to acknowledge the unfailing assistance of his wife, Elizabeth.

TABLE OF CONTENTS

CHAPTER PAGE

I. STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE . . 1

Introduction 1

Statement of the Problem 2

Importance of the Study 3

Background to the Study 4

Definition of Terms 7

References for Chapter I 10

II. REVIEW OF THE LITERATURE 11

A General Survey 11

What is Evaluation? 11

Why is Evaluation Necessary? 11

Is Evaluation Difficult? 12

An Overview of the Research 12

The Dilemma of the Researcher 13

Some Areas of Research and Opinion 14

Focus on Some Recent Proposals for Evaluation 22

Findings from a Related Study in Victoria, Australia 29

Summary 34

References for Chapter II 36

III. THE DESIGN OF THE STUDY 41

Re-statement of the Problem 41

The Instrument 42

Collection of the Data 44

Source of the Data 44

CHAPTER PAGE

Personal and School Data 45

Statistical Procedure 45

Delimitations of the Study 49

Assumption 50

References for Chapter III 51

IV. IDENTIFICATION OF CRITERIA COMMONLY EMPLOYED IN EVALUATION 52

Promotion to Another Classroom Situation . . . 52

Promotion to an Administrative Position 58

V. COMPARISON OF EMPHASIS PLACED ON CRITERIA OF EVALUATION EMPLOYED IN EACH EVALUATIVE SITUATION 63

Emphasis Placed Upon Individual Criteria . . . 63

Emphasis Placed Upon Categories of Criteria . . 71

Results of Factor Analysis 74

VI. RELATIONSHIP OF EVALUATIVE CRITERIA TO CHARACTERISTICS OF RESPONDENTS AND THEIR SCHOOLS 75

Age of Principals 75

Length of Experience in the Principalship . . . 77

Time Spent in Classroom Teaching 79

Size of Schools 81

Location of Schools 84

The Size and Location of Schools 86

Summary 88

CHAPTER PAGE

VII. ANALYSIS OF ADDITIONAL CRITERIA EMPLOYED IN EVALUATION 90

Promotion to Another Classroom Situation . . . 91

Promotion to an Administrative Position 91

References for Chapter VII 109

VIII. COMMENTS ON THE STUDY 110

General Reaction to the Instrument 110

Criticism of the Instrument 110

The Role of the Principal in Evaluation 111

Difficulties of Assessment 112

Methods of Evaluation Used 113

Selection of Administrators 113

IX. SUMMARY, CONCLUSIONS AND IMPLICATIONS 115

Summary of the Study 115

Conclusions and Implications 119

Recommendations for Further Research and Study 125

References for Chapter IX 127

BIBLIOGRAPHY 128

APPENDIX A The Instrument and Letters to Principals . 135

APPENDIX B Criteria Used in the Instrument Set Out in Categories 142

APPENDIX C Factor Analysis to Identify Mitzel's Categories of Criteria 145

CHAPTER PAGE

APPENDIX D Observed Frequencies Which Determine the Relationship Between the Criteria of Evaluation Employed by Principals in Each Promotion Situation and Selected Categories of Certain Variables 152

LIST OF TABLES

TABLE PAGE

I. CLASSIFICATION OF RESPONSES TO QUESTIONNAIRES . . 46

II. PERSONAL AND SCHOOL DATA 47

III. FREQUENCY OF MENTION OF CRITERIA EMPLOYED BY PRINCIPALS IN EVALUATING TEACHERS FOR PROMOTION TO CLASSROOM SITUATIONS 54

IV. FREQUENCY OF MENTION OF CRITERIA EMPLOYED BY PRINCIPALS IN EVALUATING TEACHERS FOR PROMOTION TO ADMINISTRATIVE POSITIONS 59

V. RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED IN EACH EVALUATIVE SITUATION 64

VI. THE DEGREE OF RELATIONSHIP BETWEEN THE EVALUATIVE SITUATION AND CERTAIN CRITERIA OF EVALUATION . 68

VII. RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED FOR CLASSROOM PROMOTION GROUPED ACCORDING TO MITZEL'S CATEGORIES 72

VIII. RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED FOR ADMINISTRATIVE PROMOTION GROUPED ACCORDING TO MITZEL'S CATEGORIES 73

IX. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS IN DIFFERENT AGE GROUPS 76

X. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS ACCORDING TO THEIR LENGTH OF EXPERIENCE AS PRINCIPALS 78

TABLE PAGE

XI. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS ACCORDING TO THE AMOUNT OF TIME PRINCIPALS WERE ENGAGED IN TEACHING 80

XII. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS ACCORDING TO THE SIZE OF THE SCHOOL 82

XIII. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS LOCATED IN URBAN AND RURAL HIGH SCHOOLS 85

XIV. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS LOCATED IN LARGE URBAN AND SMALL RURAL HIGH SCHOOLS 87

XV. CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO ANOTHER CLASSROOM SITUATION AND NOT INCLUDED IN THE LISTED CRITERIA 92

XVI. CATEGORIES OF CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO ANOTHER CLASSROOM SITUATION, AND NOT INCLUDED IN THE LISTED CRITERIA 96

XVII. CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO AN ADMINISTRATIVE POSITION, AND NOT INCLUDED IN THE LISTED CRITERIA 99

TABLE PAGE

XVIII. CATEGORIES OF CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO AN ADMINISTRATIVE POSITION, AND NOT INCLUDED IN THE LISTED CRITERIA 105

XIX. THREE-FACTOR ANALYSIS OF CATEGORIES OF CRITERIA EMPLOYED IN EVALUATION FOR PROMOTION TO ANOTHER CLASSROOM SITUATION; VARIMAX ROTATED FACTORS 146

XX. THREE-FACTOR ANALYSIS OF CATEGORIES OF CRITERIA EMPLOYED IN EVALUATION FOR PROMOTION TO AN ADMINISTRATIVE POSITION; VARIMAX ROTATED FACTORS 149

XXI. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION EMPLOYED IN EVALUATING TEACHERS FOR CLASSROOM PROMOTION, ACCORDING TO SELECTED CATEGORIES OF CERTAIN VARIABLES . . . 153

XXII. SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION EMPLOYED IN EVALUATING TEACHERS FOR ADMINISTRATIVE PROMOTION ACCORDING TO SELECTED CATEGORIES OF CERTAIN VARIABLES . . . 155

LIST OF FIGURES

FIGURE PAGE

1. A Model for Assessing Teacher Performance 24
2. A Paradigm of Evaluation 27

CHAPTER I

STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

I. INTRODUCTION

In Victoria, Australia, there has been a spectacular increase in enrolment in High Schools since World War Two, and a consequent increase in the size of the teaching service. This situation has posed special problems for the Board of Secondary Inspectors, which is charged with the responsibility of evaluating teachers and assessing them for promotion, either to other classroom positions or to administrative positions such as principal or inspector. In the evaluation of teaching staff, the school principal is always consulted, and it is necessary for him to have formed definite opinions about the teaching effectiveness and the personal characteristics of each member of his staff, before the arrival of the Board of Secondary Inspectors. The principal is especially consulted about the teacher's performance beyond the classroom. However, it should be emphasized that the final responsibility for evaluation and assessment lies with the Board of Secondary Inspectors.

This study was designed to examine the criteria of teacher evaluation employed by High School principals in a particular society. However, in every community in every country, where there are schools and teachers, the administrator must endeavour to make objective judgments about:

What is good teaching? and, Who is a good teacher?

II. STATEMENT OF THE PROBLEM

In the centralized system of education in Victoria, Australia, every permanent, classified teacher teaching in a State High School is evaluated and assessed for promotion purposes. The principal has his role to play in the evaluative process; a process which affects the career of every high school teacher. Teachers are entitled to expect that there are elements of consistency in evaluation throughout the state. However, no check list or guide to evaluation is provided for either principals or members of the Board of Inspectors.

The main purpose of this study was to examine the criteria of teacher evaluation employed by High School principals in Victoria, Australia.

Specifically, the study was concerned with six questions:

1. Do principals apply a common body of criteria when evaluating teachers as being worthy of promotion to another classroom situation?

2. Do principals apply a common body of criteria when evaluating teachers as being worthy of promotion to an administrative position?

3. Does the emphasis placed on particular criteria change from one evaluative situation to the other?

4. Is any particular emphasis placed upon the categories of process, product, or presage criteria when evaluating

teachers for promotion?

5. Is there a relationship between the criteria of evaluation employed by principals and certain variables, such as the age and length of experience of the principal, and the size and location of the school?

6. Do principals apply criteria of evaluation additional to those listed on the instrument?

III. IMPORTANCE OF THE STUDY

This study, believed to be the first of its kind conducted in Victoria, should prove valuable in the following ways:

1. It follows research undertaken into the criteria of evaluation employed by Victorian inspectors. (1)

2. Isolation of a common body of criteria could serve as the basis of a guide to the evaluation of teachers, which could be especially valuable to newly-appointed principals.

3. While doubtless the subjective nature of evaluation will always be present, the instrument sent to all schools gives some indication of the multi-dimensional nature of the evaluative process and the large number of variables which may be considered in evaluation, and as such may assist principals to make a more comprehensive evaluation of staff and thereby avoid the "halo" effect in evaluation.

4. Prior to this study, very few guidelines were available for teachers--especially trainee teachers and beginning teachers--to determine principals' expectations for them.

5. As the trend in Victorian High Schools is towards less frequent inspection of schools and teachers, High School principals are faced with more responsibility with respect to evaluation. It is not inconceivable that with the increasing school enrolment, and the increasing numbers of High Schools in Victoria, that self-evaluative processes may be further introduced. (At present, principals are expected to report on their stewardship at the triennial inspection, and are encouraged to comment upon effective procedures, progress made in any area, policies proposed for the next three years, and so on. Heads of subject departments are encouraged to write self-evaluative reports for perusal by the inspectors.) In this context, the study of evaluative criteria used throughout the state should be useful to principals and staff.

It is expected that, for the foregoing reasons, the study should prove of value to the chief administrative officers of the Education Department of Victoria, the members of the Board of Secondary Inspectors, and also to members of the Victorian High School Principals' Association and the Victorian Secondary Teachers' Association.

IV. BACKGROUND TO THE STUDY

Victoria, Australia, the smallest of the mainland states in area, has a population of approximately 3,500,000. More than two million people live in the capital city, Melbourne, from which all government schools are administered. Thus, unlike the case in Canada and the United States of America,

local government authorities do not play any part in the provision of local education. There are no local taxes for schools; and all matters relating to the conduct of schools, such as general curriculum policy and the recruitment and placement of staff, are handled by the central administration.

Under such a highly centralized system of control, the principal has a great deal of freedom, for apart from the triennial inspection of the staff and the school by the Board of Secondary Inspectors and their annual "advisory visit" as well as a visit to assess certain teachers for promotion, the principal is the only link between the school and the Education Department in Melbourne. In recent years, principals have been encouraged to use their high degree of autonomy to initiate new types of curriculum and instruction, and many worth-while educational innovations have developed in consequence.

As at February, 1969, there were 244 High Schools, with a total enrolment of 156,500 pupils, in Victoria. A total of 10,011 teachers were employed, 6,295 of whom were classified as permanent teachers, and 3,716 were temporary teachers. (2)

During 1969, secondary teachers were re-classified as Assistants, Senior Assistants, Senior Teachers, Deputy Principals and Principals. Progress and consequent salary increases are by promotion, and are determined by assessment, seniority, and qualifications. Assessment of teachers is now on the following basis:

1. Highly recommended for Principal (Grades A, B, C).
2. Recommended for Principal (Grades A, B, C).

3. Recommended for Principal (Grade D) or Deputy Principal.
4. Highly recommended for Senior Teacher.
5. Recommended for Senior Teacher.
6. Highly recommended for Senior Assistant.
7. Recommended for Senior Assistant.
8. Recommended for Assistant.
9. Recommended for a temporary position.

However, assessment procedures are currently under review. (3)

Each teacher receives a written summary of his assessment, and has the right of appeal against his teaching mark. He may also appeal against his non-promotion to a position for which he applied. All vacant positions are advertised in the "Education Gazette and Teachers' Aid," a government publication sent to all schools. Nominations to fill these positions are made by an appointing body called the Secondary Committee of Classifiers; appeals against their decisions are made to the Teachers' Tribunal. The Teachers' Tribunal was established in 1946 to make regulations relating to salaries and conditions of work for teachers, and consists of a Chairman appointed by the Minister of Education, a government representative, and an elected representative of the teachers.

During 1969, Victorian High Schools were re-graded according to pupil enrolment:

Grade A Minimum enrolment of 900 pupils.

Grade B Enrolment of between 600 and 899 pupils.

Grade C Enrolment of between 400 and 599 pupils.

Grade D Enrolment of fewer than 400 pupils. Principals' salaries increase according to the grade of the school, and the number of senior staff is appointed in accordance with the grade of the school. (4)

V. DEFINITION OF TERMS

Some of the more significant terms used in the study are defined as follows:

High School A government secondary school which is non-sectarian, wholly supported by public funds, and providing classes from grade seven to grade twelve (grade twelve representing matriculation).

Urban and Rural High Schools An urban High School, for the purpose of this study, is defined as one within the metropolitan area of Melbourne, or within the provincial cities of Geelong, Ballarat, and Bendigo. All other High Schools are classed as rural.

Evaluation and Assessment Assessment is used interchangeably with evaluation.* It is an extension of evaluation in that the assessment places the teacher in a category as a result of the evaluation. (5)

Product, Process, and Presage Criteria Product criteria relate to student gains, student growth, or student changes, which are attributable to the effects of teachers. Process criteria consist of those aspects of teacher and student behaviour which are believed to be worthwhile in their own

---

* See p. 11 for definition of "Evaluation."

right, and are measured in terms of typical situations involving the social interactions of students and teacher; e.g. classroom discipline, teaching techniques. Presage criteria are factors which concentrate attention upon the characteristics of the teacher, such as knowledge, intelligence, and industry. (6)

"Halo" Effect in Evaluation Evaluation on the basis that because the teacher has performed well in respect to a few criteria, his total performance is considered effective. (7)

Board of Secondary Inspectors Secondary inspectors are resident in Melbourne. The Board consists of the Director of Secondary Education, six Assistant Directors, and thirty-three Inspectors. There are three teams of inspectors, each team consisting of subject specialists covering every subject in the inspection of a school. Each team is responsible for the inspection of all schools in one of the three inspectorial regions in the state. Inspectors are required to perform administrative, advisory, and evaluative functions.

Permanent and Temporary Teachers Permanent teachers are those permanently employed by the Education Department, whose qualifications meet the minimum requirements, who contribute to the State Superannuation Fund, and whose names appear on the Classified (or seniority) Roll of Teachers for their class in the Secondary Schools' Division. A teacher not meeting these requirements would be termed a temporary teacher.

Principal and Headmaster These terms are used inter-

changeably. The change in title from Headmaster to Principal was officially made by the Victorian Teachers' Tribunal in 1968.

Evaluative Situation This refers to the situation in which the principal is placed with regard to evaluation; whether he is evaluating the suitability of the teacher for promotion to another classroom situation, or to an administrative position.

REFERENCES FOR CHAPTER I

1. Thomas J. Moore, "An Identification and Analysis of the Criteria Employed in Teacher Evaluation," (unpublished Master of Education thesis, the University of Alberta, 1966).

2. Letter from Mr. Thomas J. Moore, Assistant Director of Secondary Education in the Education Department of Victoria, Australia, to E.B. Thomas, July 2, 1969.

3. *Ibid*.

4. *Teaching Service Regulations* (Melbourne: Victoria Government Gazette, No. 103, December 5, 1968), pp. 3983-3985.

5. Moore, *op*. *cit*., p. 3.

6. H.E. Mitzel, "Teacher Effectiveness: Criteria," *Encyclopaedia of Educational Research*, Third Edition, (New York: Macmillan Company, 1960), pp. 1482-1485.

7. Moore, *op*. *cit*., p. 40.

CHAPTER II

REVIEW OF THE LITERATURE

I. A GENERAL SURVEY

This section aims to broadly survey the work of the researcher in the field of evaluation of teachers and teaching. It will give evidence of a lack of consensus in some areas. Attention is given to several proposals for evaluation which appear to warrant careful examination.

What is Evaluation?

"Evaluation in education signifies describing something in terms of selected attributes, and judging the degree of acceptability or suitability of that which has been described." (1) Evaluation is a broad term covering all forms of judgments, of which teacher rating is but one form or type of evaluation. Rating is a subjective, qualitative judgment of a teacher given by a rater, without the participation of the rated person. It may or may not be used to determine salary increases, promotion, or reward. When rating is specifically tied to the question of salary, it is customary to term it "merit-rating." (2)

Why is Evaluation Necessary?

The evaluation of teachers and teaching seems an inevitable task of the educational administrator, for three reasons:

(i) The Public Reason. The public employs professionally trained individuals to run its schools, and is entitled to demand an accounting of their efforts. It is impossible to render a true and complete account without evaluating the teaching and its effects.

(ii) The Professional Reason. Teaching must be evaluated so that it can improve and reach its potential. (3)

(iii) The Private Reason. To determine the salary advancement or promotion of the teacher.

Is Evaluation Difficult?

The evaluation of teachers is a most difficult task for those responsible, although laymen do not shrink from the task:

> Most people believe that the identification of good teaching is a simple matter. What community is not prepared to judge the quality of its teaching staff? What student does not have convictions regarding the competence of his teachers? And what school board hesitates, at the slightest provocation, to pontificate on the nature of effective instruction? . . . For those charged with the responsibility of evaluating teaching, however, the task is not quite so simple. School administrators are keenly aware of the complexity of teaching. They are not always positive what teacher is a good teacher. (4)

An Overview of the Research

Literally hundreds of studies into teacher effectiveness have been conducted since 1900. (5) An appraisal of their worth reveals extreme pessimism:

> No other issue in education has received so much attention from research workers. An unkind critic might be inclined to observe that never has there been so much effort expended for so few results. Nevertheless, the studies continue to accumulate . . . (6)

> Seventy years of research on teacher effectiveness have not added much to our systematic knowledge, and it is difficult to see how another seventy can do any more if the same procedures are followed. (7)

Nevertheless, Gage points out that research workers are ultra-critical, and that while this attitude is all to the good, it should not lead to complete rejection of all previous work. (8) He sounds a note of optimism for the future:

> More complex research designs capable of taking more categories of significant variables into account are now being propounded. The psychological, educational, and methodological sophistication of research workers is being greatly raised by greatly improved predoctoral and postdoctoral training programs. And more adequate financial support is providing better organizations and facilities for educational research and development. The faith persists that educationally significant differences can be consistently produced in the future as new intellectual and material resources are brought to bear on educational problems. (9)

The Dilemma of the Researcher

Turner and Fattu point out that, unlike principals or supervisors, the researcher cannot use a general or overall rating of the teacher's effectiveness, because the researcher's prime purpose is to predict. An overall rating used for research purposes assumes there is no variation between jobs in teaching; it allows the criterion which the researcher wants to predict vary in its meaning, without showing that it varies.

> At this point the researcher in teacher-effectiveness is confronted with a paradox. If he uses an overall rating scale, or any procedure which permits the definition of the teacher's function to vary within the criterion he wishes to predict, he will not be successful in predicting because he lets the definition of the criterion vary. On the other hand, if he does not let

> the criterion vary, he places himself in the position of having to specify what the function of a teacher should be. (10)

The authors assert that by defining the function of the teacher, the researcher will either usurp the right of the local school board to do this, or run the risk of predicting some criterion which some local school corporations would consider unimportant or unacceptable. (11)

Some Areas of Research and Opinion

Research and opinion have tended to focus on the teacher, the pupil, and the evaluator.

(i) Competencies of the Teacher. Barr categorized the concerns of the researchers (12) and produced what Anderson and Hunka have described as a "daunting list of competencies." (13)

(ii) Pupil-Teacher Interaction. Studies by researchers such as Flanders (14) "have shown a relationship between certain sorts of teacher behavior and extent of growth by students along certain desirable intellectual and attitudinal criteria." (15) Anderson and Hunka criticize this approach on two grounds: (a) Students react differently to the same behavior pattern; (b) No instrument for measuring teacher-pupil interaction has shown any relationship to rating criteria of proficiency. (16)

(iii) Professional Problem-Solving. Turner and Fattu contend that this method is the most satisfactory way of conceptualizing teacher behavior.

When a teacher sets himself a goal of bringing about

> a particular pupil response or set of responses he generates a problem for himself. The problem is how to get the pupil to make the response the teacher wants him to make, and then to make certain that the pupil can make the response when he needs it to solve the problems that will confront him both as a pupil and as an adult. Teacher behavior then is problem solving behavior of a particular kind. (17)

> This theory has been criticized on three grounds:
>
> (a) Studies have been concerned with the construct and not the predictive validity of the test;
> (b) Tests are too strongly oriented towards methodology;
> (c) The criterion measure of problem-solving ability can be organized only outside classroom activities . . . (whereas) teaching is a matter of overt behavioral operation in the classroom setting. (18)

(iv) Teacher Traits or Characteristics.

> Perhaps the first step toward a better understanding of problems relating to teacher competency may be the intensive and extensive study of teacher characteristics . . . It should not be too difficult to identify teachers who demonstrate these characteristics to a considerable degree. Certainly teachers who were found to rank high--say in the top twenty per cent--on a number of sets of teacher characteristics generally agreed to be important in a particular culture could be regarded as being effective teachers. (19)

Ryans' study reduced the multitude of behavior characteristics displayed by teachers in the classrooms, to a few behavior clusters, each represented by a group of teachers. (20) Studies of other traits such as intelligence, scholarship, and cultural background, sex, and marital status (21) are but few of the many traits which have been singled out for observation. "The only seemingly valid conclusion is that no single trait is essential." (22)

Turner and Fattu submit that the Ryans' strategy by focusing on the relationships between teacher behavior and pupil behavior avoids the dilemma of having to specify the

teacher's functions. However, they assert that there is one difficult problem posed by this strategy, and this is to prove that particular pupil behaviors are associated with particular teacher behaviors, for pupils are influenced by many factors other than their teacher. (23)

The theory has also been attacked on the grounds that there is a confusion of an evaluative with a statistical approach, "that static teacher characteristics can tell us nothing if situational determinants of teaching proficiency are strong," and that if teaching is poorly paid, it will attract people who will probably exhibit fairly unusual characteristics. (24)

(v) Pupil Growth. Byrne sees the approach to the search for a criterion of competence through pupil growth, emphasizing products rather than the processes of teaching, as the most fruitful approach to date, despite certain reservations. He mentions the inadequacies of achievement tests in measuring accurately or completely the attainment of all objectives, and the difficulty of determining whether a measurable gain results from a specific teacher or from a group of teachers. (25)

Lucio and McNeil assert that pupil gains are assessable; that even the so-called intangibles, such as social attitudes, can be measured if defined in discrete terms.

> Research results have indicated that pupil-gain criteria can be used to determine the outcomes of particular teaching acts rather precisely, since these criteria are focused on the essence of teaching--the achievement of pupils. (26)

The second report of the Committee on Criteria of Teacher Effectiveness has stated that the effects on pupils represent the ultimate criteria in teacher effectiveness. (27)

Ryans also agrees that pupil growth and achievement are the ultimate criteria of teaching effectiveness, but has concluded that they are exceedingly difficult to measure. (28)

(vi) Evaluation by Authority Figures. In view of the failure of research to help those in authority evaluate teachers objectively, Byrne has said that the administrator is forced to be intuitive, ". . . more the artist than the scientist." (29) Elsewhere he has stated that if the administrator is a reasonably shrewd person, there is no reason why he should not perform his task well, despite his subjective approach. (30)

Worth's study has relevance to Byrne's opinions. Sixty-three superintendents and sixty-five principals rated one lesson of a grade one teacher. Sixty-nine per cent of the principals evaluated her as generally satisfactory, proficient, or exceptional, and twenty-six per cent appraised her as doubtful, weak, or barely satisfactory. The teacher received both commendations and severe criticism in each of the twelve areas of instructional awareness--classified from the free responses of the principals and superintendents. The data indicated that the administrators were not guided by any common definition of good teaching or theory of learning. (31)

Worth's study is supported by Barr, who has concluded

that practitioners, observing the same teacher teach, may arrive at very different evaluations. (32)

Why is there such a discrepancy of opinion amongst trained observers? Gage asserts:

> Most classroom visitors go to the classroom with definite preconceptions of what they are looking for. They go to the classroom not to find out what effective teacher behavior is, but to see whether the teacher is behaving effectively, that is, in the way they believe he should behave . . . . No fallacy is more widely believed than the one which says it is possible to judge a teacher's skill by watching him teach. (33)

Thus high ratings by authority figures may not necessarily mean superior teaching performance. Such ratings may be determined by the personal and role relationship between the rater and ratee. (34) A study by Gowans established that the field rating of superintendents correlated most highly with the socio-economic status of the teacher and led him to conclude that:

> When an authority figure rates a group of subordinates on a certain variable, his rating will be more highly correlated with the patterns of identification established by his value system than with the actual variable itself. These patterns of identification will naturally vary for different raters. In general they will cluster around the well-known stereo-types of power such as wealth, socio-economic status, social nearness, the idealized image, and so forth. (35)

Anderson and Hunka suggest further variations in evaluation due to the characteristics of evaluators; in particular the effect of anxiety upon evaluation. They make three assertions:

> (a) The anxious evaluator will regard as valuable that which leads to immediate or delayed anxiety reduction, "whatever does not threaten his or her frame of reference."
>
> (b) There is a significant relationship between

> dogmatism and anxiety.
>
> (c) "Authoritarians who are characteristically anxious resist changing their construct if no significant person or source exerts pressure on them . . . the authoritarian as an evaluator can be described as a simple "non-articulated" leveler." (36)

The authors conclude that new psychometric techniques will permit a new attack upon the problem of understanding the dynamics of the evaluator. (37)

Should the school principal evaluate? Writers seem in agreement that principals should be actively involved in the evaluation of the total program. Differences in opinion occur, however, as to whether principals should or should not evaluate teacher effectiveness. Bargen argues that the principal should be a major contributor in the rating of teachers. He feels that if principals want the authority to select their staff, they must accept the responsibility for evaluating them. In his opinion, a principal cannot carry out his leadership functions if he does not evaluate. (38) Others such as Enns, (39) Andrews (40), and Housego (41) feel that the principal should not be involved in the rating function any more than necessary. They stress that it is extremely difficult for a principal to play motivating and evaluating roles at the same time.

It is noteworthy, in view of the above opinions, that a survey of evaluation procedures used in thirty-five elementary school districts of the United States showed that the principal had complete or partial responsibility for appraisal in eighty-five per cent of the schools. (42)

Ryans believes that ratings can be reliably and validly

accomplished, and suggests that instead of principals or supervisors making judgments, highly selected and trained teams of judges should be employed in the school system for that sole purpose. The judges should evaluate independently and pool their ratings. (43)

It should be possible for such teams to operate effectively by visiting the classroom teacher for about six twenty-minute periods of observation spread over different days and weeks. Surveys have shown that a teacher will exhibit his total repertoire of functional behavior within 120 minutes, on the average. (44)

(vii) Evaluation by Peers and Students. The rating of fellow teachers by peers has received very little attention because teachers have too often expressed misgivings about assuming this role. However, the studies done in this area indicate a substantial agreement can be achieved between fellow teachers and supervisors in the ratings they assigned to other teachers. (45)

The use of student rating of teacher effectiveness is growing. Studies are cited which indicate a .68 correlation between this approach and peer ratings and a reliability of .81 for pupil rankings against .88 for supervisors' rankings of the same teachers.

Further, the most vital factor in effective teaching is the personal reaction of the pupil and, therefore,

> persons dealing with the problem of teacher evaluation will do well to appraise such teacher qualities as fairness, sympathetic understanding, cheerfulness, enthusiasm, respect for the individual pupil, ability

> to hold interest, thorough knowledge and adequate control. (46)

Contrast this against the later summary by Ellena, who states: "Research has been too sporadic and results too diverse to generalize." (47)

(viii) Methods of Evaluation Used in Schools. Hicks and Jameson conducted a survey to determine the extent of various evaluation practices in use at the time of their survey. They ranked six types of practices, beginning with those most widely used. The ranking was as follows:

1. No formal rating plan.
2. Rating scale or check list.
3. Verbal reports by principal to superintendent.
4. Written reports after visitation.
5. Self-appraisal by teachers.
6. Group evaluation by teachers in co-operation with principals.

The authors added that the last two methods ranked were rarely practised. (48)

The investigators for the Association for Supervision and Curriculum Development have criticized the use of rating scales, claiming they "do not and cannot offer the best procedure for bringing about an improvement in the educational program." (49) However, the Ohio Teaching Record was considered to offer some promise as an instrument for guiding evaluation. Although it was still subjective, it avoided some of the criticisms levelled at other rating devices. (50)

(ix) Effect of Anxiety on Teachers. Brown's study on

teaching under stress indicated that the type of lesson presented by the teacher was affected adversely if he felt apprehension about the impending evaluation. More rigid behavior eventuated, and the warm interplay of classroom activity was inhibited, resulting in somewhat bookish or stereotyped teaching. Thus the performance would not represent the teacher's best efforts. (51)

Ryans rejects the arguments that performance evaluation is prestige weakening or unprofessional, and claims that the fact that some teachers are introverted and mildly insecure, and so unduly fearful of evaluation, is not a valid criticism of performance ratings:

> Job performance cannot be improved, indeed it is likely to show progressive deterioration, if the issue of quality of behavior is avoided and standards of classroom performances are neglected. (52)

Yet another educational writer dismisses the inhibiting effects of anxiety on the evaluation of the teacher's performance by declaring: "It would seem that the greatest reducer of unwholesome role anxiety is doing a good job and knowing it," and goes on to state that the teacher's anxiety will be reduced when he has been appropriately observed, analysed and evaluated. (53)

Focus on Some Recent Proposals for Evaluation

(i) A Proposal for Assessing Teacher Performance. Under this scheme, the supervisor, because of his proximity, would assess all teachers. The supervisor would have three main tasks:

(a) to establish with the teacher, specific, practical, and measurable objectives;

(b) to assist the teacher in every way to achieve his objectives;

(c) to assess the teacher's performance in achieving his original goals, using the method of evaluation mutually agreed upon. (54) (See Figure 1)

The authors have a number of forthright statements to make upon assessment, including:

> 1. The assessment procedures are clearly defined, known, and adhered to by all. Communication of the "how" and "why" of teacher assessment lessen the threatening aspects of teacher evaluation, because only that which the teacher contracts to do is evaluated. No rating devices, inventories of attitudes, administrators' written characterizations, evaluation interviews, or other devices are injected into the evaluation process, if they were not originally included as part of the assessment procedure. (55)
>
> 2. A teacher's performance in teaching concepts of decimal fractions is not contaminated by adding to the evaluation equation the number of parent-teacher meetings he attended, the number of school committees on which he served, or the quality of his peer or pupil relations. The teacher's engagement with these latter tasks may be open to assessment, but only if they were defined as objectives to be achieved. (56)

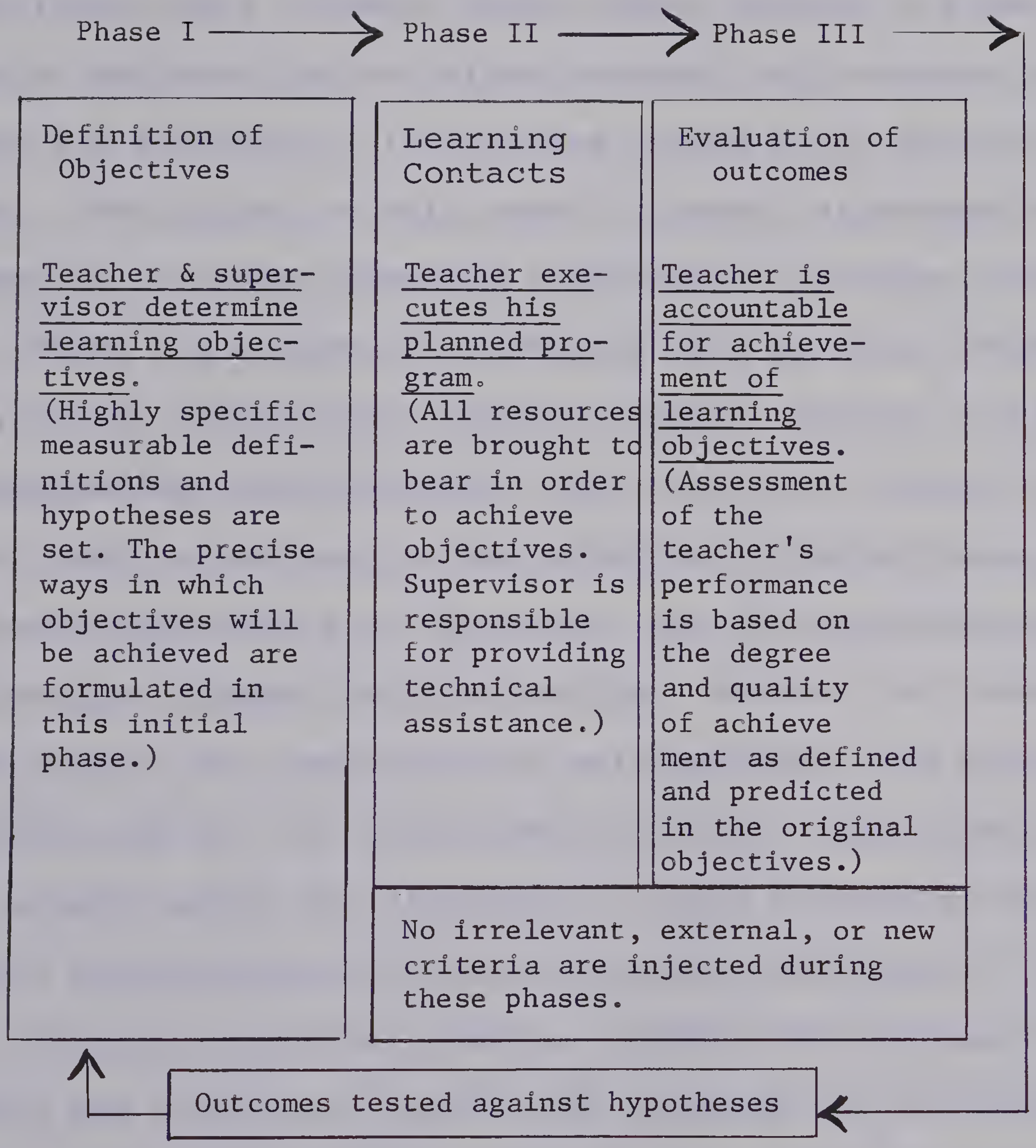
(ii) Self-Evaluation

The Case for Self-Evaluation. Two arguments have been propounded which commend a self-evaluation plan as being basically sound:

1. The teacher, above all, needs to know the quality of the teaching being done;

2. The teacher is in the best position to know what is happening in the classroom.

FIGURE 1



Teacher & supervisor determine learning objectives. (Highly specific measurable definitions and hypotheses are set. The precise ways in which objectives will be achieved are formulated in this initial phase.)

Teacher executes his planned program. (All resources are brought to bear in order to achieve objectives. Supervisor is responsible for providing technical assistance.)

Teacher is accountable for achievement of learning objectives. (Assessment of the teacher's performance is based on the degree and quality of achievement as defined and predicted in the original objectives.)

No irrelevant, external, or new criteria are injected during these phases.

A MODEL FOR ASSESSING TEACHER PERFORMANCE

Source: W.H. Lucio and J.D. McNeil, Supervision, New York: McGraw-Hill, 1962, p. 213.

Chandler and Petty point out that the major objective of self-evaluation is the improvement of the performance of the individual teacher, who is encouraged, by the use of a check list or guide, to pass judgment on the work he is doing. (57)

The Association for Supervision and Curriculum Development believes that a school staff should develop its own criteria, evaluate its own effectiveness, and co-operatively improve its practices. Its purpose should be to plan for growth. "Evaluation in this sense is mutual stock-taking for purposes of achieving commonly recognized objectives."(58)

Hicks and Jameson list writers such as Otto, Shane, Yauch, Corey, Wrightstone, Elsbree, McCall, Reuter, and Barr as recommending self-evaluation, and claim that surveys by several state elementary school principal organizations, by some state departments of education, and by classroom teachers' organizations support self-evaluation. However, as their own survey showed, the techniques of self-appraisal and group evaluation are the two least used practices "even though there exists within the structure of these procedures the greatest possibilities for judging teacher competence." (59)

Finally, Hicks and Jameson conclude that groups of teachers and principals should meet together and decide three things: the goals and objectives of the school; the extent to which these objectives are being achieved; and how to narrow the gap between the objectives and the achievement. (60)

However, another writer claims that teachers are not

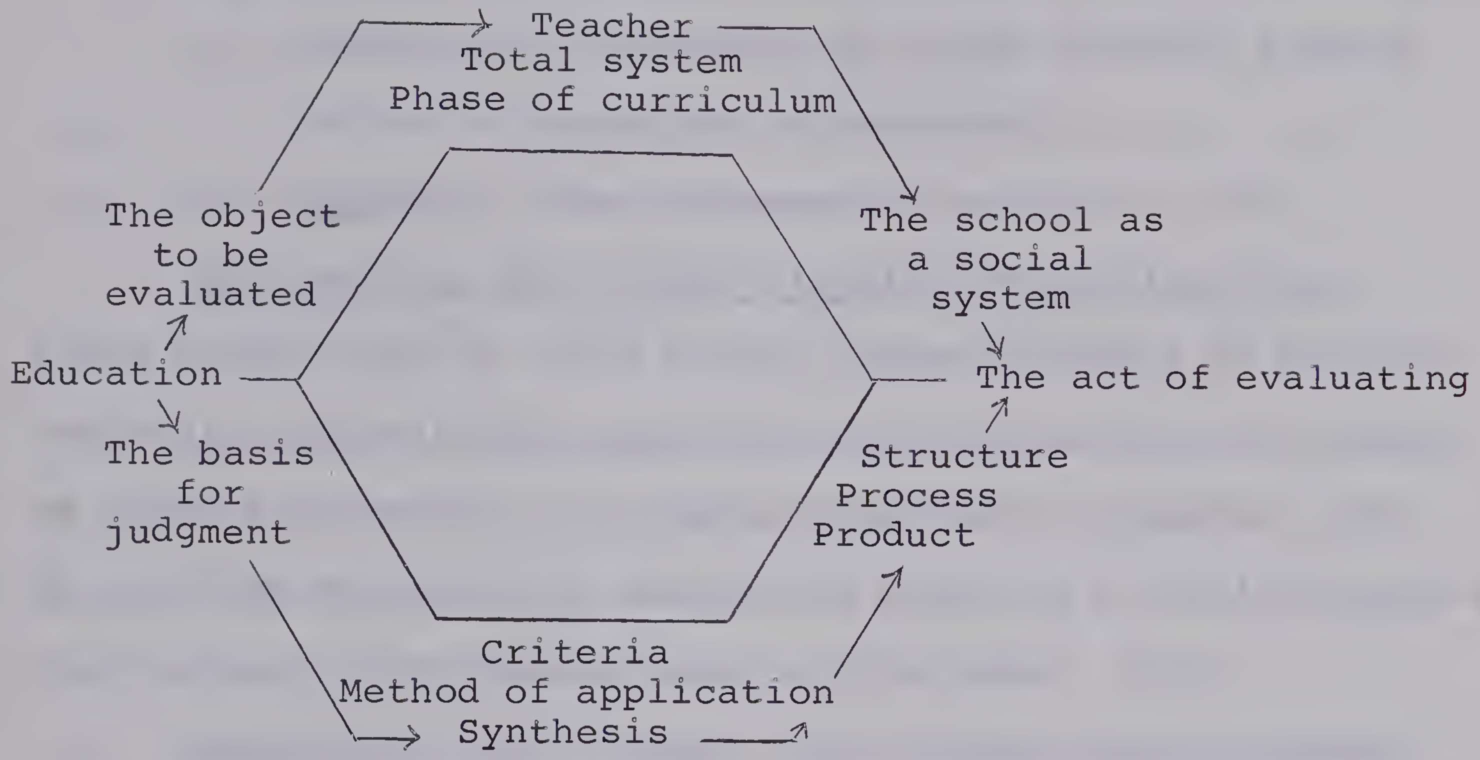
good judges of their own performance, and quotes Shaplin as advocating training in self-analysis as a major objective in teacher education because most teaching takes place in isolation from other critical adults. (61) This writer emphasizes the need for teachers to receive a feedback of the teacher-pupil situation in their classrooms, and suggests that the supervisor could best carry out this function, as well as supply a range of alternatives to unsuccessful procedures. (62) The need for some "outside" evaluation is supported by Swineford's study. His study of factors affecting teacher behavior found that half the teachers studied were still teaching very much as they were in student teaching, and showed the fallacy of assuming higher competency with years of field experience. (63)

Byrne has propounded a rationale for self-evaluation which is worthy of close attention. He views the school as a social system; which he defines as:

> a complex of elements in mutual interaction. . . . The school operates within and is sensitive to its social environment . . . the individual school adheres to a set of values which reflect a unique climate. . . . This concept has implications for evaluation. If the various components of the school program are closely interrelated it becomes difficult to isolate one particular component for purposes of appraisal. Furthermore, individuals may behave differently under the influence of differing social climates. The assumption that we can evaluate teachers without regard to school environment is difficult to sustain. (64)

Byrne has developed two dimensions of evaluation (See Figure 2): that which is to be described, and the attributes to be employed in the judgmental process. (65) He has outlined three areas that have contributed to the development

FIGURE 2



A PARADIGM OF EVALUATION

Source: T.C. Byrne, "Evaluation: Is Your Infallibility Showing?" The 1965 Canadian Education Short Course, Canadian Education and Research Digest, December, 1965, p. 305.

and classification of criteria:

(a) Structure. (Some aspect of the school plant such as a language laboratory);

(b) Process. (A method or procedure used for grouping students for learning, or a way in which subject matter is organized or presented);

(c) Product. (The outcomes of learning). (66)

The Medicine Hat School District Evaluation Cycle. Byrne states that Dr. Olaf Larsen, Superintendent of Medicine Hat Public Schools "has exploited self-evaluation as a means of staff involvement to a degree unmatched in Canada." (67) He sees the Medicine Hat Evaluation Cycle as a fairly complete realization of the design posed by his model. (68)

According to Dr. Larsen, the self-evaluation process featured the development of a philosophy for the school system, the drawing up of evaluative instruments, and their application, as well as collecting data. An external evaluation was conducted by a team of forty-five. It aimed at promoting professional growth by the discussion of problems; advising the staff as to whether they had rated themselves too high or too low; suggesting new approaches and techniques for later investigation, experimentation and possible adoption at the local level. The last stage of the cycle was to follow up the recommendations and evaluate the progress made. (69)

Byrne comments:

> The procedure is designed to emphasize that evaluation is a significant part of instruction. . . . Self-appraisal involves individual staff members in a searching examination of teaching method and of school organization. . . .

> Since the visiting team is concerned with the quality of instruction in the school, rather than its quality in a specific classroom, the personal equation is diminished.
>
> Team member and teacher may discuss, much more dispassionately, ways and means of achieving improvement in the school's instructional program. (70)

Nevertheless, Byrne describes the scheme "as perhaps more a venture into in-service education than evaluation . . . judgments about individual teachers still have to be made." (71)

II. FINDINGS FROM A RELATED STUDY IN VICTORIA, AUSTRALIA

As some of the procedures employed in a previous study will be utilized in the present study, the research design and relevant findings are therefore examined at some length.

The main purpose of a study undertaken by Moore in 1966 was to establish whether or not there was any common body of criteria employed by Victorian Education Department inspectors in evaluating teaching performance. In addition, the study sought to establish any particular emphasis placed on the influence of process or product, to identify any marked difference in approach in the primary and secondary divisions of the service, and to investigate the influence of the headmaster on the assessment of teaching performance. (72)

Two instruments were used in the study. An unstructured instrument was first sent to all inspectors (primary and secondary) asking for their criteria of evaluation when assessing teachers (a) for promotion to another classroom situation; (b) for promotion to an administrative position such as headmaster or inspector of schools. The second instrument

consisted of two parts. Part A was structured, containing thirty criteria drawn from the literature on the evaluation of teachers. The criteria were selected for inclusion on the instrument after a pilot study had been carried out to isolate ten in each of the categories suggested by Mitzel (73); that is, product, process, and presage criteria. The criteria were included at random on the instrument and inspectors were asked to score each item on a scale indicating whether they always, frequently, seldom, or never used each criterion in evaluating teachers. Part B was unstructured, and sought information on the influence of the headmaster on assessment. (74)

The condition was imposed that seventy per cent of the respondents must state that they always used a particular criterion before it was included in any isolated common body of criteria. (75)

Examination of the responses of secondary inspectors to the first instrument showed at least seventy per cent agreement on only two criteria:

1. The methods of lesson preparation used (100% agreement).
2. Concern with the all-round development of the pupils (95.2%). (76)

However, the replies to the structured part of the second instrument showed eight criteria as being always used by at least seventy per cent of secondary inspectors:

1. Pupil participation in lessons (95.2%).

2. Teacher-pupil relationships (95.2%).
3. Lesson preparation and planning (90.5%).
4. Class control (90.5%).
5. The methods of lesson presentation used (90.5%).
6. The energy, force and enthusiasm displayed in the teaching (81%).
7. The personality of the teacher (81%).
8. The teacher's standing with the pupils (81%). (77)

Items 1, 2, 3, 4, 5, and 6 may be identified as process criteria, and items 7 and 8 as presage criteria. (78)

Moore commented thus on the results obtained from the two instruments:

> Consideration . . . of the data gained from the second instrument shows that a much more definite and clear-cut response was obtained than was the case with the first instrument. This is regarded as an indication that inspectors are better able to express their approach to the assessment of teaching performance when some structure is provided and is further evidence of the need for the provision of some kind of guide or check list to ensure that due regard is given to the major components of teaching performance. It reveals too the fact that unless inspectors are stimulated to consider criteria, they are likely to judge teaching performance on a limited basis resulting in a "halo" effect because the assessment is an indication of the total performance of the teacher. (79)

Moore did not analyse the data relating to the approaches made to selection for administrative posts in each of the primary and secondary divisions, but considered the data for the two divisions as a whole. Using the seventy per cent level of agreement, he found four criteria listed in response to the first instrument as commonly employed by primary and secondary inspectors in selecting administrators:

1. Qualities of leadership displayed by the teacher

(100% agreement).

2. The personality of the teacher (81%).
3. The methods of lesson presentation used (74%).
4. The degree of co-operation by the teacher with other staff members (72.6%). (80)

Items 1, 2, and 4 may be identified as presage criteria, and item 3 as a process criterion. (81)

The above findings, with regard to the stress placed on groups of criteria, are consistent with Moore's over-all conclusion that inspectors stressed process criteria when assessing teachers for promotion to other classroom situations, but emphasized presage criteria when selecting administrators. (82).

No identifiable variation was found in responses because of differences in the age or length of service of respondents, both in relation to evaluation of teaching performance and in the selection of administrators. (83)

Moore found that there were only three criteria of evaluation on which at least seventy per cent of inspectors (primary and secondary) agreed that principals could make a sounder judgment than they. These were:

1. The degree of co-operation by the teacher with other staff members (85.7%).
2. The loyalty and dependability of the teacher (81.4%).
3. The teacher's participation and standing in the community (71.4%). (84)

Moore stated:

> In commenting on this section of the study inspectors stated that a Headmaster's experience was too narrow for effective evaluation of teachers; that is, it is necessary to make wider comparisons than are possible for a Headmaster if standards of teaching performance and evaluations are to be consistent throughout the system. It would appear that inspectors can make these comparisons but that on some particular issues they would be well advised to consult the Headmaster.
>
> One further point was made by respondents to Part B of the second instrument. A considerable number of them pointed out that the extent to which they were impressed by the comments of the Headmaster depended upon two factors:
>
> 1. The inspector's own evaluation of the Headmaster.
> 2. The extent to which they believed the Headmaster was competent to comment; that is, whether or not there was any evidence that he carried out a proper and thorough evaluation of his staff. Some inspectors indicated that this could be ascertained by close questioning of the Headmaster on aspects of a teacher's performance. (85)

While acknowledging that at the time of writing (1966) the inspector had the prime responsibility for assessment, Moore forecast that change could occur:

> However, a re-appraisal of the function of assessment and modification of assessment procedures may influence this (i.e. the assessing function of the inspector); for instance, the development of techniques of self-evaluation and the role of the Headmaster in such a program may change current behavior patterns. (86)

Moore concluded that in the absence of a check list or guide being provided for inspectors to help assess teachers, no common body of criteria could be identified, and that therefore inspectors assessed subjectively and varied in their concept of what constituted good teaching. He recommended the provision of some kind of written guide for inspectors which would ensure the consideration of identified criteria:

> Such a guide could still leave room for the individuality of the inspector--it seems impossible to divorce the

> image of a good teacher from the value judgments of the inspector and therefore attempts to derive completely objective measuring instruments seem to be impracticable. Nevertheless, teachers are entitled to some consistency in the approach to evaluation, and it would seem from this study that such consistency is a possibility. The multi-dimensional nature of the teaching function does not deny this; the important thing is that the major determining factors are taken into consideration. (87)

III. SUMMARY

An enormous amount of research has been conducted into teacher effectiveness since the turn of the century. The studies have added little to our systematic knowledge of the subject. Research and opinion have focused on the teacher, his competencies and characteristics, his role as a problem-solver, his interaction with his pupils, and the effects on his performance of a sense of anxiety towards impending evaluation; on pupil growth as a criterion of competence; on the role of authority figures in evaluation; on evaluation by peers and students; and on methods of evaluation used in the schools. More than anything, the studies have indicated the multi-dimensional nature of the variables which must be considered in evaluation, and no simple solution to the problem of evaluating the teacher's performance objectively has been suggested.

Some recent proposals for evaluation have been examined, including the case for the introduction of self-evaluation procedures.

A study undertaken in 1966 of the criteria of evaluation employed by primary and secondary inspectors in Victoria,

Australia, disclosed that in the absence of the provision of a check list or guide to evaluation, inspectors assessed subjectively and varied in their concept of what constituted good teaching. The present study will utilize some of the procedures employed in the 1966 study, to provide a basis for the comparison of certain findings.

REFERENCES FOR CHAPTER II

1. C.W. Harris, Encyclopaedia of Educational Research, (New York: MacMillan Co., 1962), pp. 482-499.

2. Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development, National Education Association, Better Than Rating, (Washington, 1950) pp. 8-9.

3. Gale W. Rose, "Performance Evaluation and Growth in Teaching," Phi Delta Kappan, 45:53, October, 1963.

4. T.C. Byrne, "Good Teaching and Good Teachers," The Canadian Administrator, 1:19, February, 1962.

5. Simeon Domas, Report of an Exploratory Study of Teacher Competence, (Cambridge: School Development Council, 1950), p. 8.

6. Byrne, op. cit., pp. 20-21.

7. R.L. Turner, W.A. Fattu, "Skill in Teaching, a Reappraisal of the Concepts and Strategies in Teacher Effectiveness Research," Bulletin of the School of Education, Indiana University, 36:III, May, 1960.

8. N.L. Gage, "Can Science Contribute to the Art of Teaching?" Phi Delta Kappan, 49:401, March, 1968.

9. Ibid., p. 403.

10. Turner and Fattu, op. cit., p. 5.

11. Ibid.

12. Barr, et al., "Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness, A Summary of Investigations, Journal of Experimental Education, 30:14-15, September, 1961.

13. C.C. Anderson, S.M. Hunka, "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, 33:75, 1963.

14. Ned A. Flanders, "Analyzing Teacher Behavior," Educational Leadership, 19:173-180, December, 1961.

15. Anderson and Hunka, loc. cit.

16. Ibid., pp. 75-76.

17. Turner and Fattu, *op. cit.*, p. 16.

18. Anderson and Hunka, *op. cit.*, p. 77.

19. D.G. Ryans, *Characteristics of Teachers*, (Washington: American Council on Education, 1960), p. 5.

20. Byrne, *op. cit.*, p. 23.

21. William J. Ellena (ed.). *Who's a Good Teacher?* (Washington: National Education Association, 1961), pp. 22-25.

22. Byrne, *loc. cit.*

23. Turner and Fattu, *op. cit.*, pp. 9-10.

24. Anderson and Hunka, *op. cit.*, p. 78.

25. Byrne, *op. cit.*, p. 21.

26. W.H. Lucio, J.D. McNeil, *Supervision*, (New York: McGraw-Hill, 1962), pp. 211-212.

27. Remmers *et al.*, "Second Report of the Committee on Criteria of Teacher Effectiveness," *Journal of Educational Research*, 46:642, May, 1953.

28. D.G. Ryans, "Teacher Personnel Research. 1. Considerations Relative to Research Design," *Californian Journal of Educational Research*, 5:22, January, 1953.

29. T.C. Byrne, "Evaluation: Is Your Infallibility Showing?" *Canadian Education and Research Digest*, 5:302, December, 1965.

30. Byrne, "Good Teaching and Good Teachers," p. 19.

31. W.H. Worth, "Can Administrators Rate Teachers?" *The Canadian Administrator*, 1:1-5, October, 1961.

32. Barr *et al.*, *op. cit.*, pp. 150-151.

33. N.L. Gage, (ed.). *Handbook of Research in Teaching*, (Chicago: Rand McNally), 1963, p. 257.

34. Lucio and McNeil, *op. cit.*, p. 208.

35. J.C. Gowan, "Prediction of Teaching Success: Rating by Authority Figures," *Californian Journal of Educational Research*, 6:151, 1955.

36. Anderson and Hunka, *op. cit.*, pp. 80-87.

37. *Ibid.*, p. 88.

38. P.F. Bargen, "Should a Principal Evaluate Teachers?" *The Council on School Administration Bulletin,* 4:13, February, 1965.

39. F. Enns, "Should Principals Formally Rate Teachers?" *The C.S.A. Bulletin*, 4:39, February, 1965.

40. J. Andrews, "The Principal--A Unique Supervisor," *The Alberta School Principal*,58-73, 1959.

41. I.E. Housego, "A Definition of the Principal's Supervisory Role," *The Canadian School Journal*, 44:27-29, January-February, 1966.

42. Harold G. Shane, "Seven Types of Teacher Appraisal," *The Nation's Schools*, 50:58, July, 1952.

43. D.G. Ryans, "Notes on the Rating of Teacher Performance," *Journal of Educational Research*, 47:702, May, 1954.

44. Rose, *op*. *cit*., p. 49.

45. Ellena, *op*. *cit*., p. 32.

46. Dwight E. Beecher, *The Evaluation of Teaching*, (Syracuse: Syracuse University Press, 1949), p. 42, 62-63.

47. Ellena, *op*. *cit*., p. 33.

48. William V. Hicks, Marshall C. Jameson, *The Elementary School Principal at Work*, (Englewood Cliffs: Prentice Hall, 1957), p. 222.

49. *Better Than Rating*, *op*. *cit*., p. 55.

50. *Ibid*., p. 53-54.

51. Alan F. Brown, "Teaching Under Stress," *The Canadian Administrator*, 1:29, March, 1962.

52. D.G. Ryans, *op*. *cit*., p. 696.

53. Rose, *op*. *cit*., p. 52.

54. Lucio and McNeil, *op*. *cit*., pp. 212-213.

55. *Ibid*., p. 215.

56. *Ibid*., p. 214.

57. B.J. Chandler and Paul V. Petty, *Personnel Management in School Administration*, (New York: World Book, 1955), pp. 270-272.

58. Better Than Rating, op. cit., p. 9.

59. Hicks and Jameson, op. cit., p. 222.

60. Ibid., p. 273.

61. Rose, op. cit., p. 51-52 citing Judson T. Shaplin, "Practice in Teaching," Harvard Educational Review, 31:36, Winter, 1961.

62. Rose, p. 52.

63. E.J. Swineford, "A Study of Factors That Affect Teaching Behavior," Californian Journal of Educational Research, 14:224, November, 1963.

64. Byrne, "Evaluation: Is Your Infallability Showing?" op. cit., p. 298.

65. Ibid., pp. 297, 299.

66. Ibid., pp. 299-300.

67. Ibid., p. 305.

68. Ibid., p. 306.

69. O.P. Larsen, "Self Evaluation as an Approach to Professional Growth and School Improvement," Evaluation, An Administrative Function, pp. 75-90, Banff Regional Conference, 1964.

70. Byrne, op. cit., p. 306.

71. Ibid.

72. Thomas J. Moore, "An Identification and Analysis of the Criteria Employed in Teacher Evaluation," (Unpublished Master of Education thesis, the University of Alberta, 1966), pp. 2-3.

73. H.E. Mitzel, "Teacher Effectiveness: Criteria," Encyclopaedia of Educational Research, Third Edition, (New York: Macmillan Company, 1960), pp. 1482-1485.

74. Moore, op. cit., pp. 30-31.

75. Ibid., p. 32.

76. Ibid., p. 60.

77. Ibid., p. 64.

78. Ibid., pp. 111-112.

79. *Ibid.*, pp. 61, 66.

80. *Ibid.*, p. 47.

81. *Ibid.*, pp. 111-112.

82. *Ibid.*, pp. 54, 56.

83. *Ibid.*, p. 84.

84. *Ibid.*, p. 72.

85. *Ibid.*, pp. 71, 73.

86. *Ibid.*, p. 87.

87. *Ibid.*, pp. 86, 89-90.

CHAPTER III

THE DESIGN OF THE STUDY

I. RESTATEMENT OF THE PROBLEM

The Secondary Committee of Classifiers of the Victorian Education Department has the task of determining the suitability for promotion of all permanent, classified teachers in the secondary service. In this centralized system, assessment is necessary for the guidance of this Committee. Assessment is the responsibility of the members of the Board of Secondary Inspectors, who periodically visit all High Schools, and evaluate teaching performance on the basis of brief classroom visitations. Principals are a party to the evaluative process, in that they are expected to have formed opinions about the competency of teachers being inspected, and are required to give these opinions during a conference with the members of the Board. The Education Department does not provide principals with a check list or guide to evaluation.

It was the purpose of this study to examine the criteria of teacher evaluation employed by Victorian High School principals. The study sought, by using a suitable instrument of evaluation, to establish whether or not principals applied a common body of criteria when evaluating teachers as being worthy of promotion to:

1. another classroom situation,
2. an administrative position.

By applying the same criteria items to both evaluative situations, it was possible to determine whether the emphasis placed upon individual criteria changed from one situation to the other. It was also possible to compare the emphasis placed upon the categories of process, product, and presage criteria.

The study also sought to ascertain whether the criteria of evaluation was related to such variables as the age and length of experience of the principal, and the size and location of the school.

Finally, it was desired to establish whether or not principals employed criteria of evaluation additional to those listed on the instrument.

II. THE INSTRUMENT

The instrument included two sections:

1. Personal and School Data Questionnaire
2. Evaluation of Teachers (Two Questionnaires).

Provision was also made for principals to make any comments they wished on the evaluation of personnel, or on the study.

Section One asked five questions of principals, relating to age, length of experience as principal, amount of time engaged in classroom teaching, the size of the school, and the number of teachers employed.

Section Two consisted of two questionnaires. Teacher Evaluation Questionnaire One related to promotion of teachers to another classroom situation. Principals were asked to

score thirty criteria, according to the importance which each criterion assumed when forming opinions that certain teachers were worthy of promotion. Criteria were to be scored on a scale indicating A, F, S, N, signifying whether each criterion was always used, frequently used, sometimes used, or never used by the individual respondent. Principals were also invited to list any criteria always or frequently used when evaluating teachers for promotion to another classroom situation, and not included in the thirty criteria listed for scoring.

Teacher Evaluation Questionnaire Two related to promotion to an administrative position. This questionnaire followed the same format as the previous Teacher Evaluation Questionnaire. It included the same thirty criteria* to be scored A, F, S, N, but placed in different order. This arrangement, together with the placement of the questionnaires on reverse pages of the instrument, was designed to reduce the likelihood that the answers given to the first questionnaire, relating to classroom promotion, would prejudice the answers given to the second questionnaire, relating to administrative promotion. Principals were asked to score the criteria according to the importance which each criterion assumed when forming opinions that certain teachers were worthy of promotion to an administrative position such as principal. Principals were invited to list any criteria always or frequently used

---

*Owing to a misprint occurring in the wording of criterion No. 13 on Teacher Evaluation Questionnaire One, this criterion could not be compared with its counterpart, criterion No. 14 on Questionnaire Two. The latter criterion was correctly worded as "lesson presentation," not "lesson preparation."

when evaluating teachers for administrative promotion, and not included in the thirty criteria listed for scoring.

A copy of the instrument is included in Appendix A.

The criteria of evaluation used in the Teacher Evaluation Questionnaires were prepared by Moore and used in his study. Moore stated:

> This instrument contained a list of thirty criteria drawn from the literature on the evaluation of teachers. The criteria were selected for inclusion on the instrument after a pilot study had been carried out to isolate ten in each of the categories suggested by Mitzel; that is, Product, Process and Presage criteria.
>
> The criteria selected following the pilot study were then included at random on the instrument and inspectors were asked to score each item on a scale indicating A, F, S, or N; thereby showing in respect of each criterion whether it is always used, frequently used, seldom used, or never used by each individual respondent. (1)

See Appendix B for Moore's grouping of criteria according to Mitzel's categories.

III. COLLECTION OF DATA

Source of the Data

The instrument was sent to all 244 High School Principals in Victoria, Australia, together with a covering letter and a stamped addressed envelope for return of the instrument by air mail. The letter advised principals that the study was related to that carried out by Mr. T.J. Moore (now Assistant Director of Secondary Education in the Education Department of Victoria) several years earlier, when he investigated the criteria used by inspectors in evaluating and assessing teachers, and that Mr. Moore and Mr. R.A. Reed

(Director of Secondary Education) had given their approval and support for the project. Principals were assured that individual responses would be treated in the strictest confidence.

Follow-up letters were sent to forty-five principals by air mail six weeks later. At that date, more than eighty per cent of the principals had returned questionnaires.

Copies of the letters to the principals are included in Appendix A.

Table I presents an analysis of returns. The high percentage return (94.3) is seen as an indication of the interest of principals in the task of evaluating teachers for promotion to classroom and administrative positions.

Personal and School Data

Table II provides details of the respondents and their schools. This table shows that three-quarters of respondents were more than forty-five years of age; that more than seventy per cent had less than eleven years' experience; and that nearly sixty per cent of principals replying did not engage in any classroom teaching. More than half of the respondents' schools had an enrolment of six hundred pupils and upwards; and more than two-thirds of schools employed more than twenty-five teaching staff.

Statistical Procedure

A frequency count was used as the basis for determining whether or not principals applied a common body of criteria

TABLE I

CLASSIFICATION OF RESPONSES TO QUESTIONNAIRES

Classification	Number	Per Cent
Returned and usable	223	91.4
Returned, but not usable	7	2.9
Not returned	14	5.7
Totals	244	100.0

TABLE II

PERSONAL AND SCHOOL DATA. (FREQUENCIES BY PERCENTAGES)

N=223

Variable	Categories				
Age of principal	Under 35	35-45	46-55	56-plus	
	1.3	23.3	41.3	34.1	
Length of experience as principal (Years)	Less than 5	5-10	11-15	16-plus	
	32.7	39.0	21.0	7.2	
Amount of time principal engaged in classroom teaching	No periods	1-5	6-10	11-15	16+
	59.6	19.7	13.0	5.4	2.2
Size of school (Number of pupils)	Over 900	600-899	400-599	up to 400	
	22.4	30.5	17.5	29.6	
Number of staff	Less than 15	15-25	26-35	36-45	46+
	8.1	22.0	16.6	19.7	33.6

when evaluating teachers for (a) classroom promotion, (b) administrative promotion. All thirty criteria were placed in rank order for both evaluative situations, according to the percentage of respondents who claimed that they always or frequently employed a particular criterion.

The establishment of a rank order of criteria employed in the evaluation of teachers for classroom promotion, and a further rank order of criteria employed for administrative promotion, enabled comparisons to be made of the emphasis placed upon individual items in each evaluative situation. Pearson-S contingency co-efficients were also calculated to establish the degree of relationship between the evaluative situation and the criteria of evaluation employed. Criteria which showed a .05 confidence level or less were ranked in order of size of the contingency co-efficient.

The thirty criteria ranked according to frequency were classified according to Mitzel's three categories of process, product and presage criteria. This enabled comparisons to be made of the emphasis placed upon categories of criteria. A factor analysis was used to determine whether criteria tended to cluster in the three categories suggested by Mitzel, using an absolute value of .40 as the lower level of significance. For the purpose of the factor analysis, the data, although ordinal in character, were assumed to be interval scaling.

Chi square tests were used (on an item by item basis for both Teacher Evaluation Questionnaires) to determine if

significant differences existed in the responses of principals according to selected categories of the following variables: the principal's age, length of experience, and time spent in classroom teaching; the size, location, and size and location of the respondents' schools. An alpha of .05 was chosen as the confidence level to reject the null hypothesis that no significant differences existed.

Criteria employed by principals in evaluation but not included in the thirty criteria listed in the instrument were ranked according to frequency of mention. To assist ranking, an arbitrary weighted score was assigned to each criterion, on the basis of an allotment of five points for each "Always" and three points for each "Frequently." This information was further categorized according to a classification devised by Barr. (2)

Representative comments on the study were classified under six headings.

IV. DELIMITATIONS OF THE STUDY

1. The study was delimited to the procedures applied in the State Education Department of Victoria, Australia.
2. The field from which the data were gathered was delimited to High School principals of the above Department.
3. The study was delimited to the evaluation of permanent secondary teachers (temporary teachers are not eligible for promotion).

V. ASSUMPTION

It was assumed that respondents would score the instrument according to their actual practices when evaluating teachers; although it was recognized that in practice, principals were unaccustomed to using any official check list or guide to assist their evaluation.

REFERENCES FOR CHAPTER III

1. Thomas J. Moore, "An Identification and Analysis of the Criteria Employed in Teacher Evaluation," (unpublished Master of Education thesis, the University of Alberta, 1966), pp. 30-31.

2. A.S. Barr, "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," Journal of Experimental Education, 16:207-211, June, 1948.

CHAPTER IV

IDENTIFICATION OF CRITERIA COMMONLY EMPLOYED IN EVALUATION

All permanent, classified teachers in the secondary service of the Victorian Education Department are evaluated and assessed to determine their eligibility for promotion to the next higher class. In some instances this means suitability for promotion to administrative posts and in others for promotion to classroom situations. Principals have a role to play in the evaluative process, together with inspectors. However, principals are not provided with a check list or guide to evaluation--as is the case in some other educational systems--to help ensure that the major components of the teaching function are taken into account by all principals when evaluating teachers. In this context, it was a major purpose of this study to establish whether or not principals employed a common body of criteria when evaluating teachers as being worthy of promotion to:

1. another classroom position.
2. an administrative position.

I. PROMOTION TO ANOTHER CLASSROOM SITUATION

Teacher Evaluation Questionnaire One invited principals to score thirty criteria which may be taken into account when evaluating teachers as being worthy of promotion to another classroom situation. Each criterion was to be scored on a four point scale, according to whether it was always,

frequently, seldom, or never used by the principal.

Table III presents these criteria ranked according to the frequency with which principals claimed they always or frequently used a particular criterion. The table shows that a considerable number of criteria were employed in evaluation. Thirteen of the thirty criteria were always or frequently employed by more than ninety per cent of principals. These data support the conclusion that Victorian High School principals employed a common body of criteria when evaluating teachers for classroom promotion.

The criterion of Class Control was ranked first, being always or frequently used by all respondents when evaluating teachers. Teacher-Pupil Relationships, and the Energy, Force and Enthusiasm Displayed in the Teaching, ranked equal second. However, stronger support was given to the former criterion in the category "always used" (80.3%) than to the latter criterion (69.1%). Thus the effective teacher was seen as being one who was above all in charge of the classroom situation, whilst maintaining good relationships with the pupils, and whose presentation was energetic, forceful and enthusiastic. The fourth most commonly used criterion in evaluation was that of the Loyalty and Dependbility of the Teacher, one which three quarters of principals stated they always used. A number of principals thought it unfortunate that Loyalty and Dependability were linked, perceiving these as different qualities, and viewed the latter as more important than the former. The additional

TABLE III

FREQUENCY OF MENTION OF CRITERIA EMPLOYED BY PRINCIPALS IN EVALUATING TEACHERS FOR PROMOTION TO CLASSROOM SITUATIONS

N=223

Rank	Criteria	Percentage Response		
		*A	**F	Total
1	Class control	87.9	12.1	100.0
2.5	Teacher-pupil relationships	80.3	18.8	99.1
2.5	The energy, force and enthusiasm displayed in the teaching	69.1	30.0	99.1
4	The loyalty and dependability of the teacher	75.8	22.0	97.8
5	The personality of the teacher	65.9	31.8	97.7
6	Pupil participation in lessons	49.8	46.2	96.0
7	Concern with the all-round development of pupils	57.0	37.7	94.7
8	The degree of co-operation of the teacher with other staff members	56.1	36.8	92.9
9	The teacher's standing with the pupils	50.2	42.6	92.8

* Always Used ** Frequently Used

TABLE III (CONTINUED)

Rank	Criteria	Percentage Response *A	 **F	 Total
10.5	Qualities of leadership displayed by the teacher	52.0	40.4	92.4
10.5	Lesson preparation and planning	49.8	42.6	92.4
12	Academic qualifications and knowledge of the curriculum	58.7	33.6	92.3
13	Concern with character development of pupils	41.7	49.3	91.0
14	Supervision and checking of written work	38.1	49.8	87.9
15	Provision made for individual differences and group needs	26.9	57.4	84.3
16	Pupil attitudes of courtesy, industry and self-reliance	36.8	44.4	81.2
17	Dress and appearance of the teacher	38.6	42.2	80.8
18	The training of the pupils in self-expression	11.2	64.6	75.8
19	The development of the process of individual inquiry in the pupils	15.2	57.0	72.2
20	The level of intelligence of the teacher	32.7	38.6	71.3
21	Examination results	11.2	59.6	70.8

TABLE III (CONTINUED)

Rank	Criteria	Percentage Response *A	**F	Total
22.5	The use of teaching aids	13.9	55.6	69.5
22.5	The attitude of the pupils to the school and to authority	28.7	40.8	69.5
24	The training of the pupils in civic competence and responsibility	11.7	52.0	63.7
25	The pupils work well without supervision	14.3	46.6	60.9
26	The professional activities of the teacher	17.9	40.8	58.7
27	The methods of lesson preparation used	22.4	35.9	58.3
28	The degree of self-evaluation of processes employed	13.0	35.9	48.9
29	The pupils' appreciation of moral and ethical standards	17.0	27.8	44.8
30	The teacher's participation and standing in the community	12.1	32.3	44.4

criteria of evaluation suggested by principals also indicated that the teacher's reliability, measured by such criteria as punctuality and the prompt and efficient discharge of routine tasks, was considered to be of great importance in evaluating teacher competency.

Principals' comments on the study help suggest reasons for certain criteria being infrequently used in evaluation. The criteria ranked 24 (The Training of the Pupils in Civic Competence and Responsibility) and 29 (The Pupil's Appreciation of Moral and Ethical Standards) were viewed by some principals as being more attributable to the influence of the school staff collectively than to the efforts of any one teacher. With respect to criterion 25 (The Pupils Work Well Without Supervision), some principals felt that pupils should not be permitted to work without supervision at any time. The meaning of criterion 28 (The Degree of Self-Evaluation of Processes Employed) was not understood by all principals. Criterion 30 (The Teacher's Participation and Standing in the Community) was not considered relevant to the evaluation of teachers in many city areas.

It was noteworthy that if the category of "always used" were employed, using a cut-off point of seventy per cent frequency (to enable a comparison to be made with Moore's findings; see p. 30) three items would be ranked:

1. Class control (87.9%).
2. Teacher-Pupil Relationships (80.3%).
3. The Loyalty and Dependability of the Teacher (75.8%).

Criterion 1 was listed fourth by inspectors (90.5%), criterion 2 was listed second (95.2%) and criterion 3 was not included in the consolidated list. Criterion 3 was one of the three criteria of evaluation on which at least seventy per cent of inspectors agreed that principals could make a sounder judgment than they (see p. 32).

Thus there was some consistency between the perception of principals and inspectors as to what constituted two major components of the teaching function.

II. PROMOTION TO AN ADMINISTRATIVE POSITION

Teacher Evaluation Questionnaire Two requested principals to score thirty criteria which may be taken into account when forming opinions that certain teachers were worthy of promotion to an administrative position (such as principal). Again, each criterion was to be scored according to whether it was always, frequently, seldom, or never used by the principal.

The criteria were ranked in Table IV according to the frequency with which principals stated they always or frequently used a particular criterion. The table shows that twelve criteria were always or frequently employed by more than ninety per cent of Victorian High School principals. It seems reasonable to conclude from the data that principals employed a common body of criteria when evaluating teachers for administrative promotion.

The criterion The Degree of Co-operation of the

TABLE IV

FREQUENCY OF MENTION OF CRITERIA EMPLOYED BY PRINCIPALS IN EVALUATING TEACHERS FOR PROMOTION TO ADMINISTRATIVE POSITIONS

N=223

Rank	Criteria	Percentage Response		
		*A	**F	Total
1	The degree of co-operation of the teacher with other staff members	91.9	8.1	100.0
2	The loyalty and dependability of the teacher	90.6	9.0	99.6
3	Qualities of leadership displayed by the teacher	97.3	2.2	99.5
4	Personality of the teacher	92.8	6.3	99.1
5	Class control	78.9	19.3	98.2
6	Teacher-pupil relationships	76.7	21.1	97.8
7	Concern with the all-round development of pupils	74.9	22.4	97.3
8	Concern with character development of the pupils	68.6	26.5	95.1
9	Dress and appearance of the teacher	65.9	28.3	94.2
10	The teacher's standing with the pupils	62.3	31.8	94.1

* Always Used ** Frequently Used

TABLE IV (CONTINUED)

Rank	Criteria	Percentage Response *A	 **F	 Total
11	Academic qualifications and knowledge of curriculum	63.7	30.0	93.7
12	The energy, force and enthusiasm displayed in the teaching	55.2	37.7	92.9
13	The teacher's participation and standing in the community	58.3	31.4	89.7
14	The professional activities of the teacher	48.4	40.8	89.2
15	The level of intelligence of the teacher	61.4	26.9	88.3
16	The attitude of the pupils to the school and to authority	59.6	27.4	87.0
17	Pupil attitudes of courtesy, industry and self-reliance	46.2	38.1	84.3
18	The training of pupils in civic competence and responsibility	35.9	47.5	83.4
19	The pupils' appreciation of moral and ethical standards	39.0	39.9	78.9
20	Provision made for individual differences and group needs	19.7	53.4	73.1

TABLE IV (CONTINUED)

Rank	Criteria	Percentage Response *A	 **F	 Total
21	Pupil participation in lessons	16.6	53.4	70.0
22	The degree of self-evaluation of processes employed	30.0	39.9	69.9
23	The development of the process of individual enquiry in the pupils	17.0	50.2	67.2
24	The pupils work well without supervision	20.6	43.9	64.5
25.5	Supervision and checking of written work	20.6	41.7	62.3
25.5	The training of the pupils in self-expression	11.2	51.1	62.3
27	Lesson preparation and planning	14.8	42.6	57.4
28	Examination results	5.8	47.1	52.9
29	The methods of lesson presentation used	9.9	31.4	41.3
30	The use of teaching aids	4.5	27.8	32.3

Teacher With Other Staff Members was ranked first. All respondents stated that they always or frequently employed this criterion. It may be concluded that Victorian High School principals perceived a teacher's ability to work with his colleagues towards a common end as an essential prerequisite of promotion to a position of leadership.

Examination of the first seven criteria (which more than ninety-seven per cent of principals always or frequently employed and more than seventy per cent of principals always employed) discloses that the first four items focus attention on the teacher's personal qualities which fit him for leadership, and the next three concern his social interaction with his pupils and his concern for their development.

The criteria ranked 27, 28, 29, and 30 were, respectively, Lesson Preparation and Planning, Examination Results, The Methods of Lesson Preparation Used, and The Use of Teaching Aids. These criteria were possibly seen as irrelevant in the Victorian system in which an outstanding teaching record has been a condition of appointment to the principalship, and in which the majority of principals do not engage in any classroom teaching.

CHAPTER V

COMPARISON OF EMPHASIS PLACED ON CRITERIA OF EVALUATION EMPLOYED IN EACH EVALUATIVE SITUATION

An outstanding record as a teacher has always been a prerequisite for administrative promotion in the Victorian secondary service. However, the questions are often asked: Do the best teachers necessarily make good administrators? Are certain skills and personal characteristics considered more important for administrators than for teachers?

It was part of the design of this study to apply the same criteria to both evaluative situations, in order to determine whether or not the emphasis placed upon:

1. individual criteria,
2. categories of criteria,

changed from one situation to the other.

I. EMPHASIS PLACED UPON INDIVIDUAL CRITERIA

Table V presents the rank order of the criteria of evaluation employed in each evaluative situation. The table shows a distinct change in the emphasis placed upon a number of criteria from one situation to the other. Class Control, ranked first for classroom promotion, was ranked fifth for administrative promotion. The Degree of Co-operation of the Teacher With Other Staff Members, ranked first for administrative promotion, was ranked eighth for classroom promotion. The most extreme change in emphasis occurred with respect to

TABLE V

RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED IN EACH EVALUATIVE SITUATION. (AS PER TABLES III AND IV)

Criteria	Classroom Promotion		Administrative Promotion	
	%	Rank	%	Rank
Class control	100.0	1	98.2	5
Teacher-pupil relationships	99.1	2.5	97.8	6
The energy, force and enthusiasm displayed in teaching	99.1	2.5	92.9	12
The loyalty and dependability of the teacher	97.8	4	99.6	2
The personality of the teacher	97.7	5	99.1	4
Pupil participation in lessons	96.0	6	70.0	21
Concern with the all-round development of the pupils	94.7	7	97.3	7
The degree of co-operation of the teacher with other staff members	92.9	8	100.0	1
The teacher's standing with the pupils	92.8	9	94.1	10
Qualities of leadership displayed by the teacher	92.4	10.5	99.5	3
Lesson preparation and planning	92.4	10.5	57.4	27
Academic qualifications and knowledge of the curriculum	92.3	12	93.7	11
Concern with character development of the pupils	91.0	13	95.1	8

TABLE V (CONTINUED)

Criteria	Classroom Promotion %	Classroom Promotion Rank	Administrative Promotion %	Administrative Promotion Rank
Supervision and checking of written work	87.9	14	62.3	25.5
Provision made for individual differences and group needs	84.3	15	73.1	20
Pupil attitudes of courtesy, industry and self-reliance	81.2	16	84.3	17
Dress and appearance of the teacher	80.8	17	94.2	9
Training of the pupils in self-expression	75.8	18	62.3	25.5
Development of the process of individual enquiry in pupils	72.2	19	67.2	23
The level of intelligence of the teacher	71.3	20	88.3	15
Examination results	70.8	21	52.9	28
The use of teaching aids	69.5	22.5	32.3	30
The attitude of the pupils to the school and authority	69.5	22.5	87.0	16
Training of pupils in civic competence and responsibility	63.7	24	83.4	18
The pupils work well without supervision	60.9	25	64.5	24
The professional activities of the teacher	58.7	26	89.2	14

TABLE V (CONTINUED)

Criteria	Classroom Promotion %	Classroom Promotion Rank	Administrative Promotion %	Administrative Promotion Rank
The degree of self-evaluation of processes employed	48.9	28	69.9	22
The pupils' appreciation of moral and ethical standards	44.8	29	78.9	19
The teacher's participation and standing in the community	44.4	30	89.7	13

the criterion The Teacher's Participation and Standing in the Community, ranked last for classroom promotion, but thirteenth for administrative promotion.

Not one of the first three criteria ranked for classroom promotion is included in the first three listed for administrative promotion. However, of the first eight criteria ranked for classroom promotion, six also appear among the first eight listed for administrative promotion, but in different order for each criterion except one.

Pearson-S contingency co-efficients were also calculated to determine the degree of association between each criterion of evaluation and the evaluative situation. The significance of C was tested by ascertaining the significance of chi square at the .05 level of probability.

Table VI presents criteria ranked according to the size of their C values, the cut-off point being the .05 level of probability of the chi square values. Twenty-three items are ranked, ranging from a C value of 0.484 to 0.013.

An examination of the criteria items ranked among the first ten reveals that more principals employed the following criteria of evaluation for administrative promotion than for classroom promotion: the teacher's participation and standing in the community, his leadership qualities, co-operation with other staff, professional activities, personality, and his concern with the pupils' moral and ethical standards, civic competence and responsibility. On the other hand, more

TABLE VI

THE DEGREE OF RELATIONSHIP BETWEEN THE EVALUATIVE SITUATION AND CERTAIN CRITERIA OF EVALUATION [PEARSON-S CONTINGENCY CO-EFFICIENTS (.05 LEVEL OF SIGNIFICANCE)]

N=446

No.	Criteria		Frequencies by percentages				Chi Square 3df	Prob-ability	C
			A	F	S	N			
1.	The teacher's participation and standing in the community	*1	58.3	31.4	7.6	2.7	136.996	0.000	0.484
		**2	12.1	32.3	41.3	14.3			
2.	Qualities of leadership displayed by the teacher	1	97.3	2.2	0.4	0.0	120.992	0.000	0.462
		2	52.0	40.4	7.2	0.4			
3.	Lesson preparation and planning	1	14.8	42.6	34.5	8.1	96.580	0.000	0.422
		2	49.8	42.6	6.3	1.3			
4.	Pupil participation in lessons	1	16.6	53.4	24.2	5.8	82.568	0.000	0.395
		2	49.8	46.2	3.6	0.4			
5.	The use of teaching aids	1	4.5	27.8	48.4	19.3	76.893	0.000	0.384
		2	13.9	55.6	29.1	1.3			
6.	The degree of co-operation of the teacher with other staff members	1	91.9	8.1	0.0	0.0	76.354	0.000	0.382
		2	56.1	36.8	6.7	0.4			
7.	The professional activities of the teacher	1	48.4	40.8	8.5	2.2	71.533	0.000	0.372
		2	17.9	40.8	35.4	5.8			

* Administrative promotion

** Classroom promotion

A = Always
F = Frequently
S = Sometimes
N = Never

TABLE VI (CONTINUED)

No.	Criteria		Frequencies by percentages				Chi Square 3df	Prob- ability	C
			A	F	S	N			
8.	The pupil's appreciation of moral and ethical standards	1	39.0	39.9	13.0	8.1	58.022	0.000	0.340
		2	17.0	27.8	34.5	20.6			
9.	The personality of the teacher	1	92.8	6.3	0.9	0.0	50.060	0.000	0.318
		2	65.9	31.8	1.8	0.4			
10.	The attitude of the pupils to the school and to authority	1	59.6	27.4	7.2	5.8	47.967	0.000	0.312
		2	28.7	40.8	22.0	8.5			
11.	The training of pupils in civic competence and responsibility	1	35.9	47.5	11.7	4.9	47.466	0.000	0.310
		2	11.7	52.0	30.9	5.4			
12.	Supervision and checking of written work	1	20.6	41.7	30.0	7.6	43.318	0.000	0.298
		2	38.1	49.8	10.8	1.3			
13.	The level of intelligence of the teacher	1	61.4	26.9	8.1	3.6	40.609	0.000	0.289
		2	32.7	38.6	22.0	6.7			
14.	Dress and appearance of the teacher	1	65.9	28.3	4.9	0.9	38.781	0.000	0.283
		2	38.6	42.2	17.9	1.3			
15.	Concern with character development of the pupils	1	68.6	26.5	3.6	1.3	34.071	0.000	0.266
		2	41.7	49.3	8.1	0.9			
16.	The degree of self-evaluation of processes employed	1	30.0	39.9	22.9	7.2	31.555	0.000	0.257
		2	13.0	35.9	44.8	6.3			

TABLE VI (CONTINUED)

No.	Criteria		Frequencies by percentages A	F	S	N	Chi Square 3df	Probability	C
17.	Examination results	1	5.8	47.1	35.9	11.2	19.702	0.000	0.206
		2	11.2	59.6	25.6	3.6			
18.	The loyalty and dependability of the teacher	1	90.6	9.0	0.4	0.0	18.124	0.000	0.198
		2	75.8	22.0	1.3	0.9			
19.	Concern with the all-round development of the pupils	1	74.9	22.4	2.7	0.0	16.540	0.001	0.189
		2	57.0	37.7	4.9	0.4			
20.	The energy, force and enthusiasm displayed in teaching	1	55.2	37.7	5.4	1.8	16.491	0.001	0.189
		2	69.1	30.0	0.4	0.4			
21.	Provision made for individual differences and group needs	1	19.7	53.4	21.5	5.4	14.487	0.002	0.177
		2	26.9	57.4	15.2	0.4			
22.	The training of the pupils in self-expression	1	11.2	51.1	30.5	7.2	10.401	0.015	0.151
		2	11.2	64.6	20.6	3.6			
23.	Class control	1	78.9	19.3	1.8	-	*8.732	0.013	0.139
		2	87.9	12.1	0.0	-			

* 2df

principals applied the criteria of lesson preparation and planning, pupil participation, and the use of teaching aids, for classroom promotion than for administrative promotion.

The analysis of the data suggests that there was a relationship between the evaluative situation and the majority of the criteria listed in the instrument.

II. EMPHASIS PLACED UPON CATEGORIES OF CRITERIA

Table VII presents the rank order of the criteria of evaluation employed for classroom promotion grouped according to Mitzel's categories of process, product, and presage criteria. The table is designed to enable the emphasis placed upon any category of criteria to be readily ascertained. Supplementary information may be obtained by reference to Table III (P.54) and Appendix B.

Table VII shows that the prime emphasis was placed upon process criteria in evaluating teachers for classroom promotion. The least emphasis was placed upon product criteria.

Moore found (see p.32) that secondary inspectors also emphasized process criteria when evaluating for classroom promotion.

Table VIII lists the rank order of the evaluative criteria employed for administrative promotion, grouped according to Mitzel's categories. Supplementary information may be obtained by reference to Table IV (p.59) and Appendix B.

TABLE VII

RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED FOR CLASSROOM PROMOTION GROUPED ACCORDING TO MITZEL'S CATEGORIES

Category	Rank as per Table III
Process	1, 2, 3, 6, 10.5, 14, 15, 22.5, 27, 28.
Product	7, 13, 16, 18, 19, 21, 22.5, 24, 25, 29.
Presage	4, 5, 8, 9, 10.5, 12, 17, 20, 26, 30.

TABLE VIII

RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED FOR ADMINISTRATIVE PROMOTION GROUPED ACCORDING TO MITZEL'S CATEGORIES

Category	Rank as per Table IV
Process	5, 6, 12, 20, 21, 22, 25.5, 27, 29, 30.
Product	7, 8, 16, 17, 18, 19, 23, 24, 25.5, 28.
Presage	1, 2, 3, 4, 9, 10, 11, 13, 14, 15.

This table shows that the prime emphasis was strongly placed with presage criteria in the selection of administrators. The ten presage criteria included in the questionnaire relating to administrative promotion appear among the first fifteen criteria ranked.

Secondary inspectors also stressed presage criteria in evaluating for administrative promotion (see p. 32).

It was concluded from the data that process criteria were stressed for classroom promotion, but that presage criteria were of prime importance in the selection of administrators.

III. RESULTS OF FACTOR ANALYSIS

Moore constructed an instrument consisting of thirty criteria which he stated included the three categories of criteria suggested by Mitzel, namely, process, product, and presage criteria (see p. 30). A factor analysis of the data obtained from this study was undertaken to provide a basis for examining the validity of this assertion. A three factor solution established that three clusters of criteria could be readily distinguished, using an absolute value of .40 as the lower limit of significance. The three clusters were clearly identifiable as largely process, product, and presage criteria. (See Appendix C).

CHAPTER VI

RELATIONSHIP OF EVALUATIVE CRITERIA TO CHARACTERISTICS OF RESPONDENTS AND THEIR SCHOOLS

A purpose of this study was to establish whether or not there was a relationship between the evaluative criteria employed by principals and selected categories of certain variables, namely: the age, length of experience, and the time spent by principals in classroom teaching; and the size, location, and size and location of their schools. Chi square tests of independence were used to test for any significant differences between the responses of each of the paired groups to each of the thirty criteria employed in each evaluative situation. The null hypothesis, which states that there is no significant difference between the two distributions was tested in each case. The five per cent level of significance was used and if the probability of observed frequencies differing from expected frequencies was less than five out of one hundred, the null hypothesis was rejected and the difference between the responses for that paired group was considered significant.

Age of Principals

Table IX shows that for the age-groups selected, 35-45 years and 56 years and over (the youngest and oldest group of principals), chi square tests disclosed significant differences in responses to four of the thirty criteria of evaluation

TABLE IX

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS IN DIFFERENT AGE GROUPS (.05 LEVEL OF SIGNIFICANCE)

(35-45 Years, N=52)   (56 Years and over, N=76)

Criteria	Classroom Position			Administrative Position		
	Chi Square	Degrees of Freedom	Prob-ability	Chi Square	Degrees of Freedom	Prob-ability
Qualities of leadership displayed by the teacher	7.108	2	.029	*	-	-
The degree of self-evaluation of processes employed	15.600	3	.001	*	-	-
The personality of the teacher	14.979	2	.0005	7.387	2	.025
The use of teaching aids	8.466	3	.037	*	-	-
The training of pupils in civic competence and responsibility	*	-	-	8.042	3	.045
The teacher's participation and standing in the community	*	-	-	7.999	3	.046

* No significant difference

TABLE [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	—	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			—
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
[illegible]	—			[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]		[illegible]		[illegible]

[illegible]

for classroom promotion, and three of the thirty criteria for administrative promotion. Thus it was concluded that there was a relationship between certain criteria of evaluation employed by principals and their age, for each evaluative situation, but that the null hypothesis was supported in the case of the great majority of criteria. The observed frequencies for the criteria on which a relationship to age was established are found in Appendix D.

An examination of the observed frequencies for the two age groups selected discloses that for classroom promotion, older principals were in stronger agreement than younger principals on the use of evaluative criteria relating to qualities of leadership, and the personality of the teacher, but that the reverse was the case with regard to the degree of self-evaluation of processes employed, and the use of teaching aids.

The observed frequencies show that for administrative promotion, older principals were again in stronger agreement on the importance of the personality of the teacher. Older principals were in stronger agreement than younger principals on the importance of training pupils in civic competence and responsibility. However, older principals agreed less strongly on the importance of the teacher's participation and standing in the community, than did younger principals.

Length of Experience of the Principalship

Table X reveals that for the selected experience categories of less than 5 years, and 11-15 years, chi square

TABLE X

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS ACCORDING TO THEIR LENGTH OF EXPERIENCE AS PRINCIPALS (.05 LEVEL OF SIGNIFICANCE).

(Less than 5 years experience, N=73) (11-15 years experience, N=47)

Criteria	Classroom Position			Administrative Position		
	Chi Square	Degrees of Freedom	Prob- ability	Chi Square	Degrees of Freedom	Prob- ability
The personality of the teacher	8.834	3	.032	*	-	-
The pupils work well without supervision	*	-	-	8.573	3	.036
Examination results	*	-	-	11.010	3	.012

* No significant difference

tests disclosed significant differences in responses to one criterion of evaluation for classroom promotion, and two criteria for administrative promotion. Thus a relationship was established between these criteria employed by principals and their experience, and the null hypothesis was supported for all other criteria.

The observed frequencies for the relationship found may be seen in Appendix D.

An examination of the observed frequencies for the two experience categories shows that the more experienced principals were in stronger agreement on the importance of the teacher's personality as a criterion for classroom promotion. With regard to administrative promotion, there was stronger agreement among the more experienced principals that they would always or frequently employ the evaluative criteria, The Pupils Work Well Without Supervision, and Examination Results. Both the latter are classified as product criteria.

Time Spent in Classroom Teaching

Chi square tests disclosed that for the teaching categories selected of no teaching and 6-10 periods per week, significant differences in responses (at the .05 level of probability) were obtained to one criterion of evaluation for classroom promotion, and to one criterion for administrative promotion. Details may be found in Table XI, and also in Appendix D. A relationship was therefore established between these criteria of evaluation

TABLE XI

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS ACCORDING TO THE AMOUNT OF TIME PRINCIPALS WERE ENGAGED IN TEACHING (.05 LEVEL OF SIGNIFICANCE)

(No teaching, N=133 6-10 periods per week, N=29)

Criteria	Classroom Position			Administrative Position		
	Chi Square	Degrees of Freedom	Probability	Chi Square	Degrees of Freedom	Probability
Concern with character development of the pupils	8.032	3	.045	*	-	-
Pupil attitudes of courtesy, industry and self-reliance	*	-	-	8.052	3	.045

*No significant difference

and the time spent by principals in classroom teaching, and the null hypothesis was supported for all other criteria.

The observed frequencies indicated that principals who did not teach were in stronger agreement, and more positive about the importance of the teacher's concern with the character development of the pupils as a criterion for classroom promotion, than were the principals who taught from 5-10 periods per week. With regard to administrative promotion, 85 per cent of the non-teaching principals would always or frequently employ the evaluative criteria Pupils' Attitudes of Courtesy, Industry and Self-Reliance compared with 72.4 per cent of principals teaching 5-10 periods per week.

It may be speculated that principals in closer proximity to the realities of the teaching situation may be more cognizant of the difficulties of developing character and desirable attitudes in pupils, and of measuring the contribution of any individual teacher to this development. However, the size of the group of teaching principals (29) is so small by comparison with the size of the non-teaching group (133) that it would be unwise to draw firm conclusions from the data.

Size of Schools

Table XII shows that for schools of 900 pupils and more and schools with fewer than 400 pupils (the largest and smallest categories of High Schools in Victoria), chi square tests established significant differences in responses to

TABLE XII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS ACCORDING TO THE SIZE OF THE SCHOOL (.05 LEVEL OF SIGNIFICANCE)

(900 pupils and more, N=50) (Fewer than 400 pupils, N=66)

Criteria	Classroom Position			Administrative Position		
	Chi Square	Degrees of Freedom	Prob- ability	Chi Square	Degrees of Freedom	Prob- ability
The personality of the teacher	9.194	2	.010	*	-	-
The development of the process of individual enquiry in the pupils	9.459	3	.024	*	-	-
The professional activities of the teacher	*	-	-	7.914	3	.048
The teacher's participation and standing in the community	*	-	-	10.312	3	.016

two criteria of evaluation for classroom promotion, and two criteria for administrative promotion. A relationship was accepted between these criteria and the size of the principals' schools. The null hypothesis was supported for all other criteria. The observed frequencies may be found in Appendix D.

The observed frequencies disclose that principals of the larger schools were in stronger agreement, and were more positive about the importance of the teacher's personality as a factor in evaluating for classroom promotion. On the other hand, the principals of the small high schools were in stronger agreement, and were more positive about the use of the criterion, The Development of the Process of Individual Enquiry in the Pupils, for classroom promotion. The finding that the principals of larger schools stressed the importance of the personality of the teacher is consistent with the finding that older principals also tended to value this criterion, for older principals are generally senior, and thus the principals of the largest schools. The greater stress laid on the criterion, The Development of the Process of Individual Enquiry, by the principals of high schools with less than 400 pupils, may have interesting implications; and could provide an area for future research.

With regard to administrative promotion, the observed frequencies indicate that the principals of the smaller schools were in stronger agreement, and were more positive about the importance of The Professional Activities of the

Teacher, than were the principals of the larger schools. This is also the case for the criterion, The Teacher's Participation and Standing in the Community.

The latter finding is consistent with the earlier finding that younger principals tended to stress this criterion more than older principals. Younger principals tended to be in charge of the smaller high schools, mainly located in the rural areas.

Location of Schools

Table XIII reveals that chi square tests indicated significant differences in responses on the part of urban and rural principals to two criteria of evaluation for classroom promotion, and one criterion for administrative promotion. It was accepted that a relationship existed between these criteria employed by principals and the location of their schools, and that the null hypothesis was supported for all other criteria. The observed frequencies for this relationship are included in Appendix D.

The observed frequencies show that the criterion The Teacher's Participation and Standing in the Community was more strongly supported by rural principals than urban principals, in both evaluative situations. It is manifest that the teacher in the rural areas was generally expected by his principal to be well-regarded and to play his part in community affairs if he were to qualify for administrative promotion.

Urban principals were in stronger and more positive

TABLE XIII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS LOCATED IN URBAN AND RURAL HIGH SCHOOLS (.05 LEVEL OF SIGNIFICANCE)

(Urban, N=131) (Rural, N=92)

Criteria	Classroom Position			Administrative Position		
	Chi Square	Degrees of Freedom	Probability	Chi Square	Degrees of Freedom	Probability
The teacher's participation and standing in the community	11.776	3	.008	23.424	3	.000
Academic qualifications and knowledge of curriculum	9.670	3	.022	*	-	-

* No significant difference

agreement about the importance of the criterion Academic Qualifications and Knowledge of the Curriculum for classroom promotion than were rural principals. Future research could well be conducted into the reasons for this difference.

The Size and Location of the Schools

An examination of Table XIV discloses that chi square tests showed significant differences in the responses of principals of large urban high schools (900 pupils and more) and small rural high schools (fewer than 400 pupils) to two criteria of evaluation for classroom promotion, and three criteria for administrative promotion. Thus a relationship was established between these criteria and the size and location of the principals' schools. The null hypothesis was supported for all other criteria.

Appendix D includes the observed frequencies for the relationship determined.

The observed frequencies indicate that for classroom promotion, the principals of large urban high schools of 900 pupils and more (who also tend to be older, and more experienced) were more strongly in agreement and more positive in their support for the criterion the Personality of the Teacher, than were principals of small rural high schools of less than 400 pupils. The same trend is noted for the criterion, the Loyalty and Dependability of the Teacher, not only for classroom promotion but also for administrative promotion. It may be speculated that the qualities represented by the above two criteria assist the visibility of any teacher

TABLE XIV

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS LOCATED IN LARGE URBAN AND SMALL RURAL HIGH SCHOOLS (.05 LEVEL OF SIGNIFICANCE)

[Large urban (900 pupils and more), N=44; Small rural (fewer than 400 pupils, N=43]

Criteria	Classroom Position			Administrative Position		
	Chi Square	Degrees of Freedom	Prob-ability	Chi Square	Degrees of Freedom	Prob-ability
The personality of the teacher	6.847	2	.033	*	-	-
The loyalty and dependability of the teacher	8.440	3	.038	6.310	2	.043
Supervision and checking of written work	*	-	-	9.087	3	.028
The teacher's participation and standing in the community	*	-	-	15.266	3	.002

*No significant difference

who is a member of a large staff of probably 45 teachers or more, and that by producing a "halo" effect may assume an importance in evaluation which they may not in themselves deserve. Both items are presage criteria.

In the case of administrative promotion, The Teacher's Participation and Standing in the Community was of far greater importance as an evaluative criterion for principals of small rural schools than for principals of large urban high schools. This is consistent with, and reinforces, previous findings relating to the same criterion.

The responses of the principals of large urban high schools were significantly different for the Supervision and Checking of Written Work as a criterion for administrative promotion from the responses of principals of small rural schools. Of the latter, 62.8 per cent always or frequently employed this criterion, contrasted with 52.3 per cent of the former. However, as 27.3 per cent of the principals of large urban schools always used this criterion as compared with only 9.3 per cent of the principals of small rural high schools, it is difficult to arrive at any definite conclusions as to the nature of the difference of the responses.

Summary

A relationship was established in each case between a limited number of criteria of evaluation employed by principals and their age, length of experience of the principalship, the time spent in classroom teaching, and the size,

location, and size and location of their schools. The significant differences in responses on account of these variables militates to some extent against consistency of evaluation on the part of Victorian high school principals. However, the null hypothesis, which states that there is no significant difference in the two distributions, was supported for most of the thirty criteria in the case of each variable tested.

CHAPTER VII

ANALYSIS OF ADDITIONAL CRITERIA EMPLOYED IN EVALUATION

This study also sought to ascertain whether principals applied evaluative criteria additional to those listed in the instrument. Thirty-eight per cent of respondents listed additional criteria of evaluation which they stated they always or frequently used for classroom promotion, and forty-four per cent of the respondents listed extra criteria employed in evaluating for administrative promotion.

Two methods of data analysis were used for each evaluative situation. First, the additional criteria were ranked on the basis of an allotment of five points for each "always" and three points for each "frequently." Second, the criteria were categorized according to the classification devised by Barr in his analysis of studies relating to the measurement and prediction of teaching efficiency. (1) Barr commented upon this classification thus:

> A great variety of vocabulary is used to characterize teaching efficiency and its prerequisites. At least five wholly different ways of characterizing teaching have been employed, namely, (a) in terms of qualities of the person; (b) in terms of expected competencies; (c) in terms of desired pupil outcomes; (d) in terms of behavior controls: knowledges, generalized skills, interests, attitudes, and ideals; and (e) in terms of a miscellaneous collection of background personal data.* While each approach has its own peculiar strengths and weaknesses, no one seems best for all purposes; they are by and large, however, not at all incompatible, and may for the time being, until better systems have been devised, all be used with profit. (2)

---

*Category (e) has not been used in this study.

I. PROMOTION TO ANOTHER CLASSROOM SITUATION

An examination of Table XV reveals that the two criteria Punctuality and Interest in Extra-curricular Activities occur with by far the greatest frequency. Twenty-two of the eighty-four principals who listed additional criteria included Punctuality as a criterion always or frequently used; twenty included Interest in Extra-curricular Activities. Nearly one-quarter of the total weighted score for all items pertains to these two criteria.

In Table XVI the great stress placed upon additional presage criteria can be observed. Sixty-five per cent of the total weighted score for all categories is attributed to the category Personal Qualities. Of the nine personal qualities scored, the quality of Dependability contributed nearly half of the total points. By contrast, additional product criteria accounted for only two per cent of the total weighted score for all categories.

II. PROMOTION TO AN ADMINISTRATIVE POSITION

Table XVII shows that the criterion Organizing Ability occurs with the greatest frequency. More than one-quarter of the ninety-seven principals who listed additional criteria included this criterion as being always or frequently used.

Table XVIII discloses an emphasis placed upon presage criteria. The category Personal Qualities accounts for fifty-seven per cent of the total weighted score for all categories.

TABLE XV

CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO ANOTHER CLASSROOM SITUATION, AND NOT INCLUDED IN THE LISTED CRITERIA

N=84

No.	Criteria	Frequency		Weighted Score
		Always	Frequently	(A=5, F=3)
1.	Punctuality (to school and to classes)	16	6	98
2.	Interest in extra-curricular activities	8	12	76
3.	Reliability with which routine tasks discharged	8	3	49
4.	Use of modern methods, adaptability, experimentation	6	5	45
5.	Initiative	7	-	35
6.	Willingness to assume responsibility	5	-	25
7.	Willingness to undertake extra duties	3	2	21
8.	Stability of temperament	4	-	20
9.	Good humour	3	1	18
10.	Tolerance and humanity	3	1	18
11.	Attention to routine non-teaching tasks	3	-	15
12.	Regularity of attendance	3	-	15

Note: The phraseology used to describe the traits and qualities of teaching listed is identical with that used by respondents.

TABLE XV (CONTINUED)

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
13.	Pride in school and promotion of its interests	3	-	15
14.	Character, morality, integrity	3	-	15
15.	Knows and understands pupils	3	-	15
16.	Helps pupils overcome weaknesses and problems	2	1	13
17.	Good staff relations	2	1	13
18.	Interest in the subject taught	2	1	13
19.	Liason with parents and public relations	1	2	11
20.	Sincerity	2	-	10
21.	Well organized	2	-	10
22.	Professional ethics	2	-	10
23.	Common sense	2	-	10
24.	Vigilant supervision of pupils	2	-	10
25.	Enthusiasm engendered in pupils	2	-	10
26.	Sets example to young teachers	2	-	10

TABLE XV (CONTINUED)

No.	Criteria	Frequency Always	 Frequently	Weighted Score (A=5, F=3)
27.	Good health	1	1	8
28.	Diligence	1	1	8
29.	Involvement with total school process	1	1	8
30.	Good in emergencies	1	1	8
31.	Interest in in-service training	-	2	6
32.	Suggests improved organization	-	2	6
33.	Quiet strength	1	-	5
34.	Interest in pupils	1	-	5
35.	Maturity	1	-	5
36.	Ability to assess and report pupils' progress	1	-	5
37.	Co-operates with principal	1	-	5
38.	Adherence to stated ideals and objectives	1	-	5
39.	Handles pupils' behavioral problems well	1	-	5
40.	Desire for promotion	1	-	5
41.	Standard of pupil's work	1	-	5

TABLE XV (CONTINUED)

No.	Criteria	Frequency Always	 Frequently	Weighted Score (A=5, F=3)
42.	Knowledge and experience of the job	1	-	5
43.	Capability for organizational tasks	1	-	5
44.	Will discuss problems	1	-	5
45.	Will accept advice	1	-	5
46.	General competency	1	-	5
47.	Wide interests	1	-	5
48.	Sound decision-making	1	-	5
49.	Ability to expound a point of difficulty	1	-	5
50.	Helps other specialist teachers	-	1	3
51.	Interest in professional ideas, new developments	-	1	3
52.	Originality, creativity	-	1	3
53.	Appearance of the classroom	-	1	3
54.	Co-operates with other staff members	-	1	3
	Totals	120	48	744

TABLE XVI

CATEGORIES OF CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO ANOTHER CLASSROOM SITUATION, AND NOT INCLUDED IN THE LISTED CRITERIA

N=84

Category*	Gross Weighted Score**
I PERSONAL QUALITIES	
1. Buoyancy 9 (18)	18
2. Considerateness 10 (18)	18
3. Co-operativeness 7(21), 37(5), 54(3)	29
4. Dependability 1(98), 3(49), 6(25), 11(15), 12(15), 20(10), 24(10), 28(8), 38(5)	235
5. Emotional stability 8(20), 30(8), 33(5), 35(5), 44(5), 45(5)	48
6. Ethicalness 22(10), 14(15)	25
7. Flexibility 5(35), 4(45), 32(6), 52(3)	89
8. Judgment 23(10), 48(5)	15
9. Drive 40(5)	5
	482

* According to Barr.(3) (The numbers represent the criteria listed in Table XIV, with the weighted score shown in brackets).

** Always = 5, Frequently = 3

TABLE XVI (CONTINUED)

Category	Gross Weighted Score
II COMPETENCIES (abilities to do)	
1. The teacher as a director of learning 16(13), 36(5), 49(5), 53(3)	26
2. The teacher as a member of a group of professional workers 29(8), 26(10), 50(3)	21
	47
III EFFECTS OF TEACHER LEADERSHIP (results) 25(10), 41(5)	15
	15
IV BEHAVIOR CONTROLS	
A. Knowledges	
1. Knowledge of child behavior and development 15(15), 39(5)	20
2. Knowledge of professional practices and techniques 42(5)	5
B. Generalized Skills	
1. Work habits 21(10), 43(5), 46(5)	20
2. Skill in human relationships 17(13), 19(11)	24
C. Interests, Attitudes and Ideals	
1. Interest in pupils 34(5)	5
2. Interest in subject 18(13)	13
3. Interest in teaching and school 13(15)	15

TABLE XVI (CONTINUED)

Category	Gross Weighted Score
4. Professional attitudes and values and efforts towards self-improvement 31(6), 51(3)	9
5. Interests (general) 47(5)	5
6. Interest in extra-curricular activities 2(76)	76
D. Health 27(8)	8
	200

TABLE XVII

CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO AN ADMINISTRATIVE POSITION, AND NOT INCLUDED IN THE LISTED CRITERIA

N=97

No.	Criteria	Frequency Always	Frequency Frequently	Weighted Score (A=5, F=3)
1.	Organizing ability (e.g. assemblies, excursions, time-tables)	23	2	121
2.	Initiative	13	1	68
3.	Willingness to assume responsibility	10	-	50
4.	Stability of temperament, calm, relaxed	8	3	49
5.	Punctuality	7	4	47
6.	Parent-teacher relationships	5	6	43
7.	Organization of, and participation in, extra-curricular activities	7	2	41
8.	Sympathetic and understanding; human warmth	6	1	33
9.	Methodical; attention to detail (including records)	5	2	31
10.	Interest in, and experience of, administrative processes	6	-	30
11.	Character, morality, integrity	6	-	30
12.	Good in emergencies	5	1	28

Note: The phraseology used to describe the traits and qualities of teaching listed is identical with that used by respondents.

TABLE XVII (CONTINUED)

No.	Criteria	Frequency		Weighted Score
		Always	Frequently	(A=5, F=3)
13.	Can assess situations and make decisions	5	-	25
14.	Resourcefulness and adaptability in new situations	5	-	25
15.	Reliability with which routine tasks discharged	3	3	24
16.	Good humour (cheerful and optimistic)	4	1	23
17.	Can speak well in public	4	-	20
18.	Interest in educational philosophy	4	-	20
19.	Decisive, firm handling of problems	4	-	20
20.	Innovativeness (e.g. suggests administrative changes)	4	-	20
21.	Human relations (with principal, staff, parents and pupils)	4	-	20
22.	Constructive, co-operative attitude towards authority	3	1	18
23.	Public relations	3	1	18
24.	Cheerfully accepts extra duties	3	1	18
25.	Can communicate well with authorities and parents	3	-	15
26.	Sound judgment in formulating policy	3	-	15

TABLE XVII (CONTINUED)

No.	Criteria	Frequency Always	 Frequently	Weighted Score (A=5, F=3)
27.	Can inspire others	3	-	15
28.	Can control staff (including non-teaching staff)	3	-	15
29.	Forecasts problems, takes risks	2	1	13
30.	Tolerance	1	2	11
31.	Genuine liking for all students	2	-	10
32.	Strong will-power and independence	2	-	10
33.	Physical health	2	-	10
34.	Ability to co-ordinate subject department	2	-	10
35.	Dedication	2	-	10
36.	Stimulating (e.g. gets good ideas from staff)	2	-	10
37.	Regularity of attendance	2	-	10
38.	Maintains standards despite opposition	2	-	10
39.	Ability to delegate authority and check work done	2	-	10
40.	Can handle disciplinary problems with firmness	2	-	10
41.	Ambitious	2	-	10

TABLE XVII (CONTINUED)

No.	Criteria	Frequency Always	 Frequently	Weighted Score (A=5, F=3)
42.	Thinks out situation creatively and with originality	2	-	10
43.	Attitude of pupils towards teacher	2	-	10
44.	Common sense and savoir faire	2	-	10
45.	Tact, diplomacy and consideration	2	-	10
46.	General efficiency	2	-	10
47.	Professional ethics	2	-	10
48.	Poise and social ease	1	1	8
49.	Sense of justice and fair play	1	1	8
50.	Perserverance and determination	1	1	8
51.	Relations with parents' organizations	1	1	8
52.	Nervous stamina	-	2	6
53.	Sincerity	1	-	5
54.	Assists in development of faculty policy	1	-	5
55.	Knowledge of school organization	1	-	5
56.	Ability to influence teachers	1	-	5

TABLE XVII (CONTINUED)

No.	Criteria	Frequency Always	 Frequently	Weighted Score (A=5, F=3)
57.	Impartiality in dealing with people	1	-	5
58.	Operates on give and take basis	1	-	5
59.	Wide and deep educational experience	1	-	5
60.	Interest in pupils' background	1	-	5
61.	Maturity	1	-	5
62.	Can tolerate criticism	1	-	5
63.	Inspires confidence	1	-	5
64.	Sense of responsibility outside classroom	1	-	5
65.	Vigilant supervision of pupils	1	-	5
66.	Helps other teachers	1	-	5
67.	Interest and pride in school and its physical development	1	-	5
68.	All-round knowledge of courses and curricula	1	-	5
69.	Understanding of other schools and university	1	-	5
70.	Knowledge of Education Department methods and regulations	1	-	5

TABLE XVII (CONTINUED)

No.	Criteria	Frequency Always	 Frequently	Weighted Score (A=5, F=3)
71.	Is generous with own time	1	-	5
72.	Belief and pride in profession	1	-	5
73.	Experience in administration beyond Education Department	1	-	5
74.	Will accept advice and suggestions	1	-	5
75.	Willingness to admit error	1	-	5
76.	Works co-operatively with staff	1	-	5
	Totals	224	38	1,234

TABLE XVIII

CATEGORIES OF CRITERIA USED BY PRINCIPALS WHEN EVALUATING TEACHERS FOR PROMOTION TO AN ADMINISTRATIVE POSITION, AND NOT INCLUDED IN THE LISTED CRITERIA
N=97

Category*	Gross Weighted Score**
I PERSONAL QUALITIES	
1. Buoyancy 16(23)	23
2. Considerateness 8(33), 45(10), 30(11)	54
3. Co-operativeness 22(18), 24(18), 39(10), 58(5), 71(5), 76(5)	61
4. Dependability 3(50), 5(47), 15(24), 37(10), 53(5), 64(5), 65(5)	146
5. Emotional stability 4(49), 12(28), 48(8), 61(5), 74(5), 75(5)	100
6. Ethicalness 47(10), 11(30)	40
7. Flexibility 2(68), 14(25), 20(20), 42(10)	123
8. Forcefulness 38(10), 40(10), 62(5), 32(10)	35
9. Judgment 13(25), 19(20), 26(15), 44(10), 29(13)	83
10. Objectivity 49(8), 57(5)	13
11. Drive 52(6), 41(10), 50(8)	24
	702

---

* According to Barr (4) (The numbers represent the criteria listed in Table XVI, with the weighted score shown in brackets)

**Always = 5, Frequently = 3

TABLE XVIII (CONTINUED)

Category	Gross Weighted Score
II COMPETENCIES (abilities to do)	
1. The teacher as a member of a group of professional workers 27(15), 36(10), 56(5), 63(5), 66(5)	40
	40
III EFFECTS OF TEACHER LEADERSHIP (results) 43(10)	10
	10
IV BEHAVIOR CONTROLS	
A. Knowledges	
1. Knowledge of subject matter taught or activity directed 34(10)	10
2. Knowledge of professional practices and techniques 10(30), 55(5), 59(5), 68(5), 69(5), 70(5), 73(5)	60
B. Generalized Skills	
1. Work habits 1(121), 9(31), 46(10)	162
2. Skill in human relationships 6(43), 23(18), 21(20), 28(15), 51(8)	104
3. Skill in use of language 17(20), 25(15)	35
C Interests, Attitudes and Ideals	
1. Interest in pupils 60(5), 31(10)	15

TABLE XVIII (CONTINUED)

Category	Gross Weighted Score
2. Interest in subject 54(5)	5
3. Interest in teaching and school 67(5)	5
4. Professional attitudes and values and efforts towards self-improvement 18(20), 35(10), 72(5)	35
5. Interest in extra-curricular activities 7(41)	41
D. Health 33(10)	10
	482

The criterion Dependability ranks as the most important criterion. It is noteworthy that the two Personal Qualities of Forcefulness and Objectivity appear on this table as qualities important for administrators. The classification Skill in Language also appears on this table.

Finally, additional product criteria accounted for less than one per cent of the total weighted score.

REFERENCES FOR CHAPTER VII

1. A.S. Barr, "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," Journal of Experimental Education, 16:207-211, June, 1948.

2. Ibid., p. 215.

3. Ibid., p. 207-211.

4. Ibid.

CHAPTER VIII

COMMENTS ON THE STUDY

Principals were invited to make any comments they wished on the evaluation of personnel, or on the study, after they had completed the questionnaires. Forty per cent of the respondents accepted the invitation. A sample of the comments has been categorized under suitable headings. The comments appear just as they were written, as it was considered important to retain their flavour.

General Reaction to the Instrument

> Many of the items listed for checking are not consciously and specifically considered at the time of evaluation of teachers but on reflection are found to be factors of a compound impression used in evaluation.
>
> I must be honest and admit that I would never be so systematic as to list such criteria and consider them separately and consciously when assessing a teacher.
>
> It should not be assumed that in making evaluations a check list similar in any way to the questionnaire is used, though some or all of them are perhaps unconsciously taken into account in arriving at an assessment.
>
> I would like to see the assessment for each teacher made out in check list form, covering such details, signed by the assessor, one copy to be given to the teacher.
>
> It is hard in some of these aspects to arrive at a decision, and one tends to state the ideal rather than the fact.

Criticism of the Instrument

> As there is considerable overlapping in the factors and most would be desirable ends for any teacher, I found it difficult to resist using "Always" or "Frequently."

Many of the factors listed could be regarded as belonging to the general aims of a school, and more applicable to an evaluation thereof than of a particular teacher.

In a secondary school where children come under the influence of many teachers, it is impossible to attribute to any one teacher the pupil's development morally or ethically--or pupils' attitudes of courtesy, industry, and self-reliance.

The teacher's participation and standing in the community cannot be measured in a large city where he may live many miles from the school. It may be different in a small country town with a closely knit community.

I find the item "The degree of self-evaluation of processes employed" difficult to interpret.

Surely the level of intelligence of the teacher has placed him where he is now? "Intelligence" should have been replaced by "common sense."

"The loyalty and dependability of the teacher" are two quite different criteria and should not have been linked.

The term "loyalty" is not specific. Does it mean loyalty to the school, the students, the principal, the Secondary Teachers" Association, or to the profession?

The factor "Academic qualifications and knowledge of the curriculum" links two factors often widely separated.

Differing weights would be given to various factors even when such factors are always used. Moreover, the weighting would be different for the same item on the two questionnaires.

Ranking items in their order of importance would have been better than scoring them "Always," "Frequently," "Sometimes," "Never."

The Role of the Principal in Evaluation

It should be noted that under present circumstances, a principal cannot promote a teacher. The most he can do is to discuss the teacher's claims with members of the Inspectorial Board who may see the teacher for an hour or so every two or three years.

The Board of Inspectors often take no notice at all of anything said by principals. Principals have no vote in assessment and do not have disclosed to them the

inspectors' assessment.

In practice a principal has little effect other than in delaying promotion for a short time.

In assessing a teacher I am not called upon to assess his teaching ability--the Board of Inspectors do this. What I am frequently asked is

(a) is he punctual?
(b) how does he carry out the extra curricular activities given to him?

The trend seems uncertain as to whether principals will have less or more responsibility to evaluate staff. Certainly, staff members are pressing for the dropping of all evaluation methods by inspectors and principals.

Difficulties of Assessment

I am also conscious of the difficulties involved in assessing teachers when I have so much office detail to attend to, and most attention is given to helping new teachers. In short, less time is given than is desirable.

The role of the principal is often more that of a supplier or manager than that of a principal as educator.

Some of the attributes I have marked "Never Used" because in a school of one thousand pupils with up to sixty full and part time teachers I find it impossible to know all my teachers so intimately due to the multitudinous duties a principal has to perform.

With staffing as it is, and staff coming and going like bees in a hive, I don't know many of them for long enough to assess them!

Assessment of one person by another is so dependent on the interaction of personalities as to make it a matter which should be approached with extreme tolerance and deep research.

In assessing teachers, allowances have to be made for the difficult conditions they are working under. Many of the factors could be given more weight if ideal conditions prevailed (e.g. size of class, proper accommodation, reasonable period allotments and extra-curricular duties.) One must keep in mind what they can reasonably be expected to contribute within the limits of their physical and nervous resources.

Methods of Evaluation Used

Evaluation takes place over a period of time--I rarely make up my mind in less than three months. I feel it unfair to the teacher in question to make snap judgments. A principal's judgment is affected by his overall educational aims.

Teachers recommended for promotion in due course or at an accelerated rate are those who are found to be satisfactory by one's own standards. These are not susceptible of close analysis.

I suppose that when one has been at the job as long as I have one fondly imagines that an intuitive skill has been acquired in making an assessment. I suppose I make what appears to be a snap assessment which is in fact the accumulated result of unconscious assessment taking place continuously. Whether the sum total of a series of subjective assessments amounts to a more accurate total than an overall subjective assessment, I very much doubt.

I would like to think that my evaluation of members of staff was as well organized as these check lists suggest it should be, but I'm afraid my general impression counts for more than any conscious summing up of qualifications under separate headings.

One hopes for evidence of excellence in a wide area, but in matters of recommendation for promotability one tends to settle for reasonable competence--at least in so far as the class-room teacher is concerned.

In practice, I would say that in evaluation, a few only of the more important factors listed would dominate my thinking. Not being in a position to observe all teachers at work closely, I would rely to a certain extent on the advice of subject co-ordinators or other senior teachers, especially in factors related to teaching skills.

When the inspectors say: "Would you like this man as your senior master (vice-principal)?" I don't seem to use any specific evaluations. I just know.

Selection of Administrators

A school is an entity; all personnel must come up through the school in order to create new techniques in running it.

Potential administrators in Victorian high schools have normally proved themselves outstanding in the

classroom situation. In the main this seems to me both natural and desirable.

There may not be much truth in the proposition that says that you must be a good lieutenant before you can be a captain but I would follow it if free to do so.

It is probably best to judge a teacher as a teacher even when you want to assess him as an administrator.

The lack of a course in administration has led to the arbitrary appointment of good classroom teachers to administrative positions without differentiation of the skills required.

CHAPTER IX

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY OF THE STUDY

The study was designed to examine the criteria of evaluation employed by High School principals in Victoria, Australia, when forming opinions about the eligibility of teachers to receive promotion to:

1. another classroom situation
2. an administrative position.

In the Victorian centralized system of education, the recruitment and placement of staff is the responsibility of the central office, and the principal plays no part in the selection of his staff.

The Board of Secondary Inspectors is responsible for the evaluation and assessment for promotion of all classified, permanent secondary teachers. The principal is a party to the evaluative process, in that when the inspectorial team visits his school to assess teachers he is required to express his opinions about the competence of the teachers being inspected. A previous study showed that inspectors tended to judge teaching performance on a limited and subjective basis resulting in a "halo" effect, until stimulated to consider a variety of criteria, when consensus was reached on a much wider range of criteria (see p. 31). It also showed that there were few evaluative criteria on which inspectors agreed

that principals could make a sounder judgment than they, believing that the principal's experience was too narrow for the effective evaluation of teachers on a system-wide basis (see p. 32). Furthermore, the extent to which the inspectors were impressed by the principal's comments depended upon their evaluation of the principal's competency to comment upon the performance of his staff (see p. 33).

Study of the literature showed that there had been literally hundreds of studies into teacher effectiveness during the past seventy years or so. The results did more to illustrate the complexity of the teaching function than to provide a simple, commonly acceptable formula for effective evaluation of good teaching.

In Victoria, neither inspectors or principals employ a standard check list or guide to evaluation. It was the purpose of this study to follow up the previous study of the criteria employed by inspectors in evaluating and assessing teachers, by examining the criteria of evaluation employed by high school principals. In particular, the study aimed to ascertain whether a broad common body of criteria of evaluation for promotion to classroom positions and to administrative positions could be isolated; to compare the emphasis placed upon particular criteria from one evaluative situation to the other; to determine any particular emphasis placed upon the categories of process, product, or presage criteria when evaluating teachers; to establish whether or not there was a relationship between the criteria of evaluation

employed by principals and certain variables such as the age and length of experience of the principal, and the size and location of the school; and to determine any evaluative criteria employed by principals in addition to those listed on the instrument.

The instrument devised utilized the same thirty criteria of evaluation employed in the previous Victorian study. Moore had claimed that his instrument gave equal emphasis to the three categories of process, product, and presage criteria (see p. 30). The instrument used in this study consisted of two sections, one relating to personal and school data, and the other consisting of two teacher evaluation questionnaires. The latter questionnaires each listed the thirty criteria of evaluation, but in different sequence, and related to promotion to another classroom situation and to administrative promotion. Provision was also made for the addition of additional criteria and for free comments on the study.

Two hundred and thirty of Victoria's two hundred and forty-four High School principals responded to the questionnaires, and two hundred and twenty-three returns were usable (91.4%).

The statistical procedures utilized to analyse the data included frequency counts to isolate the common body of criteria employed in evaluating teachers for classroom and administrative promotion; the ranking of all thirty criteria for both evaluative situations, according to the

percentage of respondents who stated that they always or frequently employed a particular criterion; a comparison of rank order, and the use of Pearson-S contingency co-efficients, to determine whether the emphasis placed upon particular criteria changed from one evaluative situation to the other; the classification of the ranked criteria into the categories of process, product, and presage criteria, to determine the emphasis placed upon these categories in each evaluative situation, and also a factor analysis to ascertain whether criteria tended to cluster into these three categories suggested by Mitzel; chi square tests to determine if significant differences existed in the responses of principals according to selected categories of certain variables; the listing of additional criteria of evaluation employed by principals according to weighted frequencies, and the further categorization of this information according to a classification devised by Barr.

A sample of principals' free comments on the study was classified under the following headings: General Reaction to the Instrument; Criticism of the Instrument; The Role of the Principal in Evaluation; Difficulties of Assessment; Methods of Evaluation Used; Selection of Administrators.

Analysis of the data disclosed that a common body of evaluative criteria was employed by Victorian High School principals for classroom promotion, and that a common body of criteria was also employed for administrative promotion. The emphasis placed upon most of the criteria listed changed

from one evaluative situation to the other. The category of process criteria was most stressed for classroom promotion, but that of presage criteria was most stressed for administrative promotion. A relationship was established between certain criteria of evaluation used by principals and their age, length of experience, time spent in classroom teaching; the size, location, and size and location of their schools, for each evaluative situation. However, the null hypothesis that no significant differences existed was supported for most of the thirty criteria in the case of each variable tested. Finally, it was established that principals employed a wide range of evaluative criteria additional to that listed in the instrument.

II. CONCLUSIONS AND IMPLICATIONS

The following conclusions and implications have been drawn from the analysis of the data:

1. The identification of a common body of evaluative criteria employed by Victorian High School principals for classroom promotion could serve as the basis for the development of a guide to evaluation which would be of special value to teachers (especially beginning teachers) by making known the most important expectations held for them by their principals. Newly appointed principals may also find such a guide valuable. Reference to a guide to evaluation which recognises the multi-dimensional nature of the teaching function may also help principals to avoid the "halo" effect

in evaluation which arises from the consideration of limited criteria.

2. Class Control ranked as the criterion most commonly employed by Victorian High School principals in evaluating teachers for classroom promotion. All respondents either always used this criterion (87.9 per cent) or frequently used it (12.1 per cent). It is clear that principals were strongly agreed that effective teaching pre-supposed that the teacher was in charge of the classroom situation. Teachers' Colleges and University Faculties of Education in Victoria, charged with the responsibility of training secondary teachers, may wish to examine the significance of this finding, and its relation to the content of their training programmes.

3. Principals have agreed that special qualities, in addition to those also required for good teaching, are demanded of the teacher seeking administrative promotion. The construction of a check list or guide to evaluation for administrative promotion may be useful, and not difficult to construct, as a broad area of agreement among principals was disclosed by the study. Principals generally agreed that the aspiring administrator required certain personal qualities to fit him for the task of leadership, and that, like the good teacher, he should socially interact with the pupils in certain ways, and show concern for their development.

Consideration of the degree of relationship between the evaluative situation and the criteria of evaluation

employed by principals, revealed that the criteria ranked among the first ten indicated that principals valued the following competencies more for administrative promotion than for classroom promotion: the teacher's participation and standing in the community (especially in rural areas), his leadership qualities, co-operation with other staff, professional activities, personality, and his concern with the pupils' moral and ethical standards, civic competence and responsibility. Thus for administrative promotion, the emphasis was not so much on the process of teaching, but on the kind of person that the teacher was.

4. Little emphasis was placed upon product criteria for either classroom promotion or administrative promotion. This may be a reflection of the difficulty of identifying the contribution of an individual teacher to the product of the educative process, and also of the difficulty of measuring product. The much greater stress on presage criteria for classroom promotion indicates an assumption which may or may not be true; that because a teacher is a particular kind of person that he will achieve certain desirable results from his pupils. The question is raised: Is the difficulty of measuring product criteria the main reason for the stress on presage criteria?

Mitzel's comments on presage criteria are relevant at this juncture:

> Presage criteria, so-called here because of their origin in guessed predictions, are from a logical standpoint completely removed from the goals of education. Precedent forces their consideration as

> criteria, since the bulk of the research on teacher competence has employed dependent variables which fit into this category. In a sense they are pseudo criteria, for their relevance depends upon an assumed or conjectured relationship to other criteria, either process or product . . . One suspects that such concepts as teacher intelligence, personal adjustment, and character have come to be regarded by many as appropriate criteria on the basis of their "common-sense" appeal. Thus it is "common sense" which dictates that the most effective teachers are the ones who are most intelligent, are most adequately adjusted, and have the greatest "strength of character" . . . however, scientific evidence has not uniformly endorsed the generalizations attributed to the basic wisdom of the race. (1)

5. The relationship between certain criteria of evaluation employed by principals and certain variables has at least one important implication for teachers. Teachers who wish to have some cognizance of the role expectations which their principal may hold for them need to be aware that principals differ in the criteria of evaluation which they employ for each promotion situation, according to their age, length of experience of the principalship, whether or not they are engaged in classroom teaching, and the size and location of the school. In other words, the teacher may expect that his principal's expectations for him will be somewhat different in the small rural high school than the large city high school, that older, more experienced principals have a slightly different concept of good teaching and fitness for administrative promotion, and so on. The teacher taking up a new teaching appointment and who is eager to succeed, can, by examining the above variables, predict with some degree of certainty, the expectations which are likely to be held of him. Whether these expectations are reasonable

or are well founded in educational theory is another matter, beyond the scope of this study.

6. Principals listed a large number of additional criteria employed in each evaluative situation. Consideration of these criteria, together with those listed in the instrument, would assist the development of a guide to evaluation for principals and teachers by suggesting a more precise and comprehensive definition of the teaching and administrative function.

Categorization of the additional criteria showed that for promotion to another classroom position principals stressed Punctuality and Interest in Extra-Curricular Activities very strongly. Great stress was placed upon presage criteria, and by contrast, little was placed upon product criteria.

For administrative promotion, the additional criteria stressed Organizing Ability, Initiative, Willingness to Assume Responsibility, and Stability of Temperament, in that order. Presage criteria were emphasized, and product criteria were unimportant.

In both evaluative situations, the additional criteria stressed the personal characteristic of Dependability more strongly than any other trait.

Thus it is reasonable to conclude that Victorian High School principals were much more conscious of the personal characteristics of the teacher than the product of his teaching, when evaluating his competence.

7. Some principals found their minor role in evaluation frustrating, especially in view of the infrequent and brief nature of inspectors' classroom visits to assess teachers, and the fact that their opinions of teachers' competency might not be heeded by the Board. However, there was no evidence of a desire on the part of principals for greatly increased responsibility for evaluation.

8. A number of principals commented upon, and approved the assumption that administrators should have proved their teaching competence before appointment to administrative positions; an assumption implicit in present procedures relating to administrative promotion. Two questions arise in this context: Is this attitude a product of the fact that all present principals were rated as outstanding teachers prior to their appointment as administrators? Do good teachers necessarily make good administrators? The strong emphasis placed upon certain qualities needed for administrative promotion which are not so strongly stressed for classroom promotion indicates that somewhat different skills are demanded of administrators.

9. Several principals felt that courses in educational administration would help to recognize and develop the different skills required of administrators. At the time of writing, no formal qualification in educational administration is required for administrative positions, although this question is currently under investigation by the Education Department of Victoria.

III. RECOMMENDATIONS FOR FURTHER RESEARCH AND STUDY

The development of a guide to the evaluation of good teaching, acceptable to all parties to the evaluative process, which comprehensively but precisely defines the multidimensional nature of the teaching process using vocabulary which is commonly understood, would appear to be valuable. Research techniques would need to be applied to test the construct validity of the instrument.

Research could be conducted into statistical methods of measuring the product of the teacher's efforts. To date, most efforts have concentrated upon the more easily measurable product, such as examination results. The product of education cannot be measured until the objectives of education have been precisely defined. This in itself provides a huge field for study in this age of dynamic change.

Studies need to be undertaken of good teachers at work in the Victorian classroom. How do they achieve class control? How do they maintain good relations with pupils? How long is required to observe their total teaching repertoire? Are their personal characteristics related to the behavioral change produced in the pupils? Long-time longitudinal studies of teachers are also needed, to determine what happens to them over longer periods of time; the changes which may occur in their personality and teaching efficiency.

Research is required into the nature of the administrative function, and the extent to which administrative skills can be developed and improved by training. Selection

procedures also need definition and examination. Again, the development of a check list or guide to assist the selection of administrators which would include the major components of the administrative function, would be of value.

Studies could be made of what teachers themselves perceive to be the hallmarks of good teaching, and what competencies they consider administrators should possess. It would be of value, too, to know what they thought the principal's role in evaluation should be.

Self-evaluation procedures, which provide a shift in emphasis from evaluation of the individual to evaluation of the school as a social system within the community, with a consequent focus on in-service training for professional growth, are worthy of trial in the Victorian system, on an experimental basis. Careful research procedures should be utilized to evaluate the results.

REFERENCES FOR CHAPTER IX

1. H.E. Mitzel, "Teacher Effectiveness: Criteria," Encyclopaedia of Educational Research, Third Edition, (New York: Macmillan Company, 1960), p. 1484.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS, AND PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

Alberta Teachers' Association. Accreditation. Series of Problems in Education No. 3. Edmonton: Alberta Teachers' Association, 1960.

_______. Merit Pay in Teachers' Salary Administration. Series of Problems in Education No. 5. Edmonton: Alberta Teachers' Association, 1962.

Alberta Teachers' Association Accreditation Committee. Self-Evaluation Guide for High Schools. Edmonton: Alberta Teachers' Assocation, 1965.

Beecher, Dwight E. The Evaluation of Teaching. Syracuse: Syracuse University Press, 1949.

_______. The Teaching Evaluation Record. New York: Educators Publishing Company, 1953.

Biddle, Bruce and W.J. Ellena (eds.). Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart and Winston, 1964.

Calgary School Board. Evaluative Criteria for Junior High Schools. Calgary: Calgary School Board, 1960.

Campbell, F. Roald, John E. Corbally Jr., John A. Ramseyer. Introduction to Educational Administration. Third edition. Boston: Allyn and Bacon, 1966.

Castetter, W. Administering the School Personnel Program. New York: The Macmillan Company, 1962.

Chandler, B.J., Paul V. Petty. Personnel Management in School Administration. New York: World Book Company, 1955.

Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development, National Education Association. Better Than Rating. Washington: 1950.

Domas, Simeon J. Report of an Exploratory Study of Teacher Competence. Cambridge, Mass.: New England School Development Council, 1950.

Ellena, William J., M. Stevenson, H.P. Webb (ed.). Who's a Good Teacher? An analysis of what research says to the school administrator, the classroom teacher, and the school board member about evaluating teacher effectiveness. Washington: American Association of School Administrators, 1961.

Gage, N.L. (ed.). Handbook of Research in Teaching. Chicago: Rand McNally, 1963.

Gibson, Oliver R., and Herold C. Hunt. The School Personnel Administrator. Boston: Houghton Mifflin Company, 1965.

Hagen, Elizabeth P., Robert L. Thorndike. "Evaluation." Encyclopaedia of Educational Research. Third edition. Harris, Chester W., Marie R. Liba (eds.). New York: The Macmillan Company, 1960.

Harris, Ben M. Supervisory Behavior in Education. Englewood Cliffs: Prentice-Hall Inc., 1964.

Heider, F. "Perceiving the Other Person." In R. Tagiuri and L. Petrullo (eds.), Person Perception and Interpersonal Behavior. Stanford: Stanford University Press, 1958.

_______. The Psychology of Interpersonal Relations. New York: Wiley, 1958.

Hicks, William V., Marshall C. Jameson. The Elementary School Principal at Work. Englewood Cliffs: Prentice Hall Company, 1957.

Klahn, Richard P. (ed.). Evaluation of Teacher Competency. Milwaukee, Wis., Franklin Publishers, 1965.

Lucio, W.H., J.D. McNeil. Supervision. New York: McGraw-Hill, 1962.

McLarney, William J. Management Training, Cases and Principles. Fourth edition. Homewood, Illinois: Richard D. Irwin, Inc., 1964.

Mitzel, H.E. "Teacher Effectiveness: Criteria." Encyclopaedia of Educational Research. Third edition. Harris, Chester W., Marie R. Liba (ed.). New York: The Macmillan Company, 1960.

Morphet, E.L., R.L. Johns, T.L. Reller. Educational Administration: Concepts, Practices and Issues. Second edition. Englewood Cliffs, New Jersey: Prentice Hall, 1967.

National Study of Secondary School Evaluation. *Evaluative Criteria*. Washington: National Study of Secondary School Evaluation, 1960.

Pi. Lambda Theta. *The Evaluation of Teaching*. Washington: Pi Lambda Theta, 1967.

Report of a Title III Project at the Abington High School Campus. *Focus on the Learner*. Abington: Pennsylvania, 1967.

Rokeach, Milton *et al*. *The Open and Closed Mind: Investigations into the Nature of Belief Systems and Personality Systems*. New York: Basic Books, 1960.

Ryans, D.G. *Characteristics of Teachers, Their Description, Comparison, and Appraisal: a Research Study*. Washington: American Council on Education, 1960.

Teaching Service Regulations. Melbourne: Victoria Government Gazette, No. 103, December 5, 1968.

Thorndike, Robert L. *Personnel Selection*. New York: John Wiley and Sons, 1949.

Turner, R.L., W.A. Fattu. *Problem Solving Efficiency Among Elementary School Teachers, 1. The Development of Criteria*. Institute of Educational Research, Indiana University, 1960.

Vander Werf, L.S. *How to Evaluate Teachers and Teaching*. New York: Rinehart and Company, 1958.

Van Zwoll, James A. *School Personnel Administration*. New York: Appleton-Century-Crofts, 1964.

B. PERIODICALS

Anderson, C.C., S.M. Hunka. "Teacher Evaluation: Some Problems and a Proposal," *Harvard Educational Review*, 33:74-95, 1963.

Andrews, J. "The Principal--A Unique Supervisor," *The Alberta School Principal*, pp. 58-73, 1959.

Bargen, P.F. "Should a Principal Evaluate Teachers?" *The Council on School Administration Bulletin*, 4:3-18, February, 1965.

Barr, A.S. "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," *Journal of Experimental Education*, 16:203-217, June, 1948.

Barr, A.S. *et al.* "The Measurement and Prediction of Teacher Efficiency," *Review of Educational Research*, 25:261-269, June, 1955; 28:256-264, June, 1958.

_______. "Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness, A Summary of Investigations," *Journal of Experimental Education*. 30:5-156, September, 1961.

Brown, Alan F. "Teaching Under Stress," *The Canadian Administrator*, 1:25-30, March, 1962.

Byrne, T.C. "Evaluation: Is Your Infallibility Showing?" *Canadian Education and Research Digest*, 5:297-308, December, 1965.

_______. "Good Teaching and Good Teachers," *The Canadian Administrator*, 1:19-24, February, 1962.

Domas, S.J. and Tiedman, D.V. "Teacher Competence: An Annotated Bibliography," *Journal of Experimental Education*, 19:101-218, 1950.

Enns, F. "Should Principals Formally Rate Teachers?" *The Council on School Administration Bulletin*, 4:19-40, February, 1965.

Flanders, Ned A. "Analyzing Teacher Behavior," *Educational Leadership*, 19:173-180, December, 1961.

Gage, N.L. "Can Science Contribute to the Art of Teaching?" *Phi Delta Kappan*, 49:399-403, March, 1968.

Gowan, J.C. "Prediction of Teaching Success: Rating by Authority Figures," *Californian Journal of Educational Research*, 6:147-152, 1955.

_______. "The Use of the Adjective Check List in Screening Teacher Candidates," *Journal of Educational Research*, 49:665-672, 1956.

Housego, I.E. "A Definition of the Principal's Supervisory Role," *The Canadian School Journal*, 44:27-29, January-February, 1966.

Larsen, O.P. "Self Evaluation as an Approach to Professional Growth and School Improvement," *Evaluation, An Administrative Function*, pp. 75-90, Banff Regional Conference, 1964.

Mitzel, H.E., C.F. Gross. "The Development of Pupil Growth Criteria in Studies of Teacher Effectiveness," *Educational Research Bulletin*, 37:178-187, 1958.

Remmers, H.H., *et al*. "Report of the Committee on the Criteria of Teacher Effectiveness," *Review of Educational Research*, 22:238-263, June, 1952.

_______, et al. "Second Report of the Committee on Criteria of Teacher Effectiveness," *Journal of Educational Research*, 46:641-658, May, 1953.

Rose, Gale W. "Performance Evaluation and Growth in Teaching," *Phi Delta Kappan*, 45:48-53, October, 1963.

_______. "Toward the Evaluation of Teaching," *Educational Leadership*, 15:231-238, January, 1958.

Ryans, D.G. "Notes on the Rating of Teacher Performance," *Journal of Educational Research*, 47:695-703, May, 1954.

_______. "Teacher Personnel Research. 1. Considerations Relative to Research Design," *Californian Journal of Educational Research*, 5:19-23, January, 1953.

Shane, Harold G. "Seven Types of Teacher Appraisal," *The Nation's Schools*, 50:58-59, July, 1952.

Shaplin, Judson T. "Practice in Teaching," *Harvard Educational Review*, 31:33-59, Winter, 1961.

Swineford, E.J. "A Study of Factors that Affect Teaching Behavior," *Californian Journal of Educational Research*, 14:214-224, November, 1963.

Tomlinson, L.R. "Recent Studies in the Evaluation of Teaching," *Educational Research Bulletin*, 34:172-186, October, 1955.

Turner, R.L., W.A. Fattu. "Skill in Teaching, a Reappraisal of the Concepts and Strategies in Teacher Effectiveness Research," *Bulletin of the School of Education, Indiana University*, 36:1-37, May, 1960.

Worth, W.H. "Can Administrators Rate Teachers?" *The Canadian Administrator*, 1:1-6, October, 1961.

C. UNPUBLISHED MATERIALS

Letter from Mr. Thomas J. Moore, Assistant Director of Secondary Education in the Education Department of Victoria, Australia, to E.B. Thomas, July 2, 1969.

Moore, Thomas James. "An Identification and Analysis of the Criteria Employed in Teacher Evaluation." Unpublished Master of Education thesis, The University of Alberta, 1966.

Nichols, L. "A Study of the Methods Used in Canadian School Systems to Evaluate the Efficiency of Elementary Teachers Employed in These Systems." Unpublished Master of Education thesis, The University of Alberta, 1958.

APPENDIX A

THE INSTRUMENT AND LETTERS TO PRINCIPALS

FACULTY OF EDUCATION
Department of
Educational Administration

THE UNIVERSITY OF ALBERTA
Edmonton 7, Canada

25th April, 1969.

The Principal,
High School,

Victoria, Australia

Dear

I am writing to request your co-operation and assistance in completing a research project which is part of my graduate studies programme at the University of Alberta. At present I am on leave of absence from my position as Principal of the Heywood High School.

The research is concerned with the factors employed by Victorian High School Principals in the evaluation of teachers. As such, it is related to a study conducted by Mr. T.J. Moore (Assistant Director of Secondary Education) several years ago. Mr. Moore investigated the criteria used by Inspectors in evaluating and assessing teachers, and devised the 30 item questionnaire which is used in this study.

Mr. R.A. Reed, Director of Secondary Education, and Mr. Moore have given their approval and support for this project. The questionnaire is being sent to every High School Principal in Victoria.

You may be assured that individual responses will be treated in the strictest confidence. The data will be presented in the form of consolidated findings.

As my stay in Alberta is necessarily limited, I would greatly appreciate your early attention to the return of this questionnaire. In making this request, I apologize for adding to what I well know is an extremely busy schedule. I enclose a stamped addressed envelope for return of the questionnaire by Air Mail. Please note that if you wished to include a separate note or letter in addition to the questionnaire, extra postage would be necessary. Please seal the envelope before posting.

Thanking you in advance for your co-operation and your contribution to what I trust will be a valuable research study,

Yours sincerely,

E.B. Thomas

EBT/jge
Encl.

TEACHER EVALUATION QUESTIONNAIRES

for PRINCIPALS OF HIGH SCHOOLS, VICTORIA, AUSTRALIA

There are TWO SECTIONS to this instrument:

SECTION ONE. PERSONAL AND SCHOOL DATA QUESTIONNAIRE

SECTION TWO. EVALUATION OF TEACHERS (TWO QUESTIONNAIRES)

1. It will take you approximately fifteen minutes of your time to complete the questionnaires.
2. You are asked to return the completed instrument in the stamped addressed envelope provided, at **your earliest convenience.** Your co-operation will be greatly appreciated. Data will be processed by computer at The University of Alberta, Canada. An abstract of the findings will be sent to all Principals early in 1970.
3. After you have completed the questionnaires, please feel free to make any comments you wish on the evaluation of personnel, or on the study.

COMMENTS

code . . .

SECTION ONE

PERSONAL AND SCHOOL DATA QUESTIONNAIRE

Please tick **one** correct alternative for Items 1 to 5 below:

1. **Age of Principal**
   Under 35 years ....; 35-45 years ....; 46-55 years ....; over 56 years ....

2. **Length of Experience as a Principal** (Including this year)
   Less than 5 years ....; 5-10 years ....; 11-15 years ....; more than 16 years ....

3. **Amount of Time Principal is Engaged in Classroom Teaching** (35-40 minute periods)
   None ....; 1-5 periods per week ....; 6-10 periods per week ....
   11-15 periods per week ....; more than 15 periods per week ....

4. **Size of School** (Please state actual enrolment in brackets next to Grade)
   Grade A.......... (   ); Grade B.......... (   ); Grade C.......... (   ); Grade D.......... (   )

5. **Number of Staff** (Excluding Principal; including temporary teachers)
   Less than 15..........; 15-25..........; 26-35..........; 36-45..........; more than 45..........

SECTION TWO

EVALUATION OF TEACHERS

Instructions

1. Each of the following questionnaires lists 30 factors which may be taken into account in evaluating teachers. Please **score all items on each questionnaire** according to the importance which each factor has for you in your personal evaluation of teachers. Use the following scale:

   Please circle your selected response; e.g.:

   (A) indicates a factor **always** used;
   Ⓕ indicates a factor **frequently** used;
   (S) indicates a factor **seldom** used;
   (N) indicates a factor **never** used.

   Thus your circling of (F) would indicate that the factor concerned is used frequently in your evaluation of teachers; and so on.

2. First, **score all of Questionnaire One** (P. 3), according to the importance which each factor has for you when forming opinions that certain teachers are worthy of promotion to **another classroom situation.**

   Second, score all of **Questionnaire Two** (P. 4), according to the importance which each factor has for you when forming opinions that certain teachers are worthy of promotion to **an administrative position** (e.g. Principal).

➡

PROMOTION TO ANOTHER CLASSROOM SITUATION

TEACHER EVALUATION QUESTIONNAIRE ONE

No.	Factor				
1.	Provision made for individual differences and group needs	A	F	S	N
2.	Concern with the all-round development of the pupils	A	F	S	N
3.	Qualities of leadership displayed by the teacher	A	F	S	N
4.	The degree of self-evaluation of processes employed	A	F	S	N
5.	The teacher's participation and standing in the community	A	F	S	N
6.	Supervision and checking of written work	A	F	S	N
7.	Academic qualifications and knowledge of the curriculum	A	F	S	N
8.	The attitude of the pupils to the school and to authority	A	F	S	N
9.	Pupil attitudes of courtesy, industry and self-reliance	A	F	S	N
10.	Class control	A	F	S	N
11.	Concern with character development of the pupils	A	F	S	N
12.	Dress and appearance of the teacher	A	F	S	N
13.	The methods of lesson preparation used	A	F	S	N
14.	The professional activities of the teacher	A	F	S	N
15.	The pupils' appreciation of moral and ethical standards	A	F	S	N
16.	The pupils work well without supervision	A	F	S	N
17.	Pupil participation in lessons	A	F	S	N
18.	The level of intelligence of the teacher	A	F	S	N
19.	Lesson preparation and planning	A	F	S	N
20.	Examination results	A	F	S	N
21.	The personality of the teacher	A	F	S	N
22.	Teacher-pupil relationships	A	F	S	N
23.	The teacher's standing with the pupils	A	F	S	N
24.	The development of the process of individual enquiry in the pupils	A	F	S	N
25.	The loyalty and dependability of the teacher	A	F	S	N
26.	The training of the pupils in self-expression	A	F	S	N
27.	The energy, force and enthusiasm displayed in the teaching	A	F	S	N
28.	The degree of co-operation of the teacher with other staff members	A	F	S	N
29.	The use of teaching aids	A	F	S	N
30.	The training of pupils in civic competence and responsibility	A	F	S	N

Please list below any factor/s always or frequently used by you when evaluating teachers as being worthy of promotion to another classroom situation, and not included in the above list:

1.	....	A	F
2.	....	A	F
3.	....	A	F
4.	....	A	F

PROMOTION TO AN ADMINISTRATIVE POSITION

TEACHER EVALUATION QUESTIONNAIRE TWO

Scoring Key
(A) indicates a factor **always** used;
(F) indicates a factor **frequently** used;
(S) indicates a factor **seldom** used;
(N) indicates a factor **never** used.

1.	Dress and appearance of the teacher	A	F	S	N
2.	Supervision and checking of written work	A	F	S	N
3.	The development of the process of individual enquiry in the pupils	A	F	S	N
4.	The attitude of the pupils to the school and to authority	A	F	S	N
5.	The professional activities of the teacher	A	F	S	N
6.	The use of teaching aids	A	F	S	N
7.	The teacher's standing with the pupils	A	F	S	N
8.	The degree of co-operation of the teacher with other staff members	A	F	S	N
9.	The training of pupils in civic competence and responsibility	A	F	S	N
10.	Provision made for individual differences and group needs	A	F	S	N
11.	The personality of the teacher	A	F	S	N
12.	Pupil participation in lessons	A	F	S	N
13.	The pupils work well without supervision	A	F	S	N
14.	The methods of lesson presentation used	A	F	S	N
15.	The degree of self-evaluation of processes employed	A	F	S	N
16.	Qualities of leadership displayed by the teacher	A	F	S	N
17.	Concern with the all-round development of the pupils	A	F	S	N
18.	Examination results	A	F	S	N
19.	The pupils' appreciation of moral and ethical standards	A	F	S	N
20.	The energy, force and enthusiasm displayed in the teaching	A	F	S	N
21.	Teacher-pupil relationships	A	F	S	N
22.	Class control	A	F	S	N
23.	The training of the pupils in self-expression	A	F	S	N
24.	The teacher's participation and standing in the community	A	F	S	N
25.	Concern with character development of the pupils	A	F	S	N
26.	Lesson preparation and planning	A	F	S	N
27.	The level of intelligence of the teacher	A	F	S	N
28.	Pupils' attitudes of courtesy, industry and self-reliance	A	F	S	N
29.	Academic qualifications and knowledge of the curriculum	A	F	S	N
30.	The loyalty and dependability of the teacher	A	F	S	N

Please list below any factor/s always or frequently used by you when evaluating teachers as being worthy of promotion to an administrative position, and not included in the above list:

1.		A	F
2.		A	F
3.		A	F
4.		A	F

FACULTY OF EDUCATION
Department of
Educational Administration

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

7th June, 1969

The Principal,
High School,

Victoria, Australia.

Dear

On the 25th of April I posted you a questionnaire relating to a research project which is part of my graduate studies programme at the University of Alberta. To date, I have received replies from 80% of Victorian High School Principals, but have not yet had a reply from you.

I am anxious to include your opinions in the consolidated responses, the analysis of which must commence very soon.

I am well aware of the pressure under which Principals work and apologize for making this extra demand upon your time.

Please forward your questionnaire by Air Mail, sealed, in the stamped addressed envelope provided in my previous letter. I enclose a further copy of the questionnaire in case the original has been mislaid.

Thanking you in anticipation,

Yours sincerely,

E.B. Thomas

(Principal, Heywood High School)

P.S. If you have already forwarded your return during the past week or so, please ignore this request.

EBT/jge
Encl.

APPENDIX B

CRITERIA USED IN THE INSTRUMENT SET OUT IN CATEGORIES

CRITERIA INCLUDED AT RANDOM ON THE INSTRUMENT GROUPED ACCORDING TO MITZEL'S CATEGORIES

A. PRODUCT CRITERIA

1. Concern with the all-round development of the pupils.
2. Examination results.
3. The pupils work well without supervision.
4. The development of the process of individual enquiry in the pupils.
5. Concern with character development of the pupils.
6. The training of pupils in civic competence and responsibility.
7. Pupil attitudes of courtesy, industry and self-reliance.
8. The pupils' appreciation of moral and ethical standards.
9. The training of the pupils in self expression.
10. The attitude of the pupils to the school and to authority.

B. PROCESS CRITERIA

1. Lesson preparation and planning.
2. Pupil participation in lessons.
3. Teacher-pupil relationships.
4. Class control.
5. The energy, force and enthusiasm displayed in teaching.
6. Supervision and checking of written work.
7. The methods of lesson presentation used.
8. The use of teaching aids.
9. The provision made for individual differences and group needs.
10. The degree of self-evaluation of the processes employed.

C. PRESAGE CRITERIA

1. The personality of the teacher.
2. The dress and appearance of the teacher.
3. Academic qualifications and knowledge of the curriculum.
4. The level of intelligence of the teacher.
5. The professional activities of the teacher.
6. The degree of co-operation by the teacher with other staff members.
7. The loyalty and dependability of the teacher.
8. Qualities of leadership displayed by the teacher.
9. The teacher's participation and standing in the community.
10. The teacher's standing with the pupils.

Source: T.J. Moore, "An Identification and Analysis of the Criteria Employed in Teacher Evaluation," unpublished Master of Education thesis, University of Alberta, Edmonton, Alberta, 1966, pp. 111-112.

APPENDIX C

FACTOR ANALYSIS TO IDENTIFY MITZEL'S CATEGORIES OF CRITERIA

TABLE XIX

THREE-FACTOR ANALYSIS OF CATEGORIES OF CRITERIA EMPLOYED IN EVALUATION FOR PROMOTION TO ANOTHER CLASSROOM SITUATION: VARIMAX ROTATED FACTORS

(P_1= Presage Criteria; P_2= Process Criteria; P_3= Product Criteria)*

No.	Criteria	Communalities	Factor Loadings 1	2	3
1.	Provision made for individual differences and group needs	0.371	-0.069	0.164	$0.583P_2$
2.	Concern with the all-round development of the pupils	0.127	0.203	0.216	0.198
3.	Qualities of leadership displayed by the teacher	0.352	$0.550P_1$	0.133	-0.178
4.	The degree of self-evaluation of processes employed	0.315	-0.176	0.381	0.373
5.	The teacher's participation and standing in the community	0.386	0.318	$0.490P_1$	-0.209
6.	Supervision and checking of written work	0.308	0.198	0.165	$0.491P_2$
7.	Academic qualifications and knowledge of the curriculum	0.125	0.333	-0.027	0.115
8.	The attitude of the pupils to the school and to authority	0.517	0.016	$0.719P_3$	0.009

*0.4 Level of Acceptability

TABLE XIX (CONTINUED)

No.	Criteria	Communal-ities	Factor Loadings 1	2	3
9.	Pupil attitudes of courtesy, industry and self-reliance	0.528	-0.076	$0.693P_3$	0.205
10.	Class control	0.150	0.364	-0.055	0.122
11.	Concern with character development of the pupils	0.272	0.081	$0.513P_3$	0.052
12.	Dress and appearance of the teacher	0.341	$0.558P_1$	0.164	-0.045
13.	The methods of lesson preparation used	0.276	$0.432P_2$	0.071	0.291
14.	The professional activities of the teacher	0.317	$0.515P_1$	0.170	0.150
15.	The pupils' appreciation of moral and ethical standards	0.534	0.143	$0.714P_3$	0.063
16.	The pupils work well without supervision	0.337	0.094	$0.410P_3$	$0.400P_3$
17.	Pupil participation in lessons	0.492	0.179	0.037	$0.677P_2$
18.	The level of intelligence of the teacher	0.107	0.308	0.050	0.099
19.	Lesson preparation and planning	0.424	0.049	-0.082	$0.644P_2$
20.	Examination results	0.164	0.369	0.163	0.034

TABLE XIX (CONTINUED

No.	Criteria	Communal-ities	Factor Loadings 1	2	3
21.	The personality of the teacher	0.361	$0.591P_1$	-0.031	-0.100
22.	Teacher-pupil relationships	0.234	0.334	-0.184	0.297
23.	The teacher's standing with the pupils	0.191	0.380	-0.032	0.214
24.	The development of the process of individual enquiry in the pupils	0.488	-0.052	0.326	$0.616P_3$
25.	The loyalty and dependability of the teacher	0.294	$0.506P_1$	0.174	-0.093
26.	The training of the pupils in self-expression	0.435	0.047	$0.470P_3$	$0.460P_3$
27.	The energy, force and enthusiasm displayed in the teaching	0.187	0.387	-0.139	0.133
28.	The degree of co-operation of the teacher with staff members	0.339	$0.552P_1$	0.145	-0.114
29.	The use of teaching aids	0.384	$0.437P_2$	0.011	$0.439P_2$
30.	The training of pupils in civic competence and responsibility	0.431	0.131	$0.623P_3$	0.160
		9.787	3.366	3.365	3.057

TABLE XX

THREE FACTOR ANALYSIS OF CATEGORIES OF CRITERIA EMPLOYED IN EVALUATION FOR PROMOTION TO AN ADMINISTRATIVE POSITION; VARIMAX ROTATED FACTORS

(P_1= Presage Criteria; P_2= Process Criteria; P_3= Product Criteria)*

No.	Criteria	Communalities	Factor Loadings		
			1	2	3
1.	Dress and appearance of the teacher	0.131	0.013	0.052	0.358
2.	Supervision and checking of written work	0.483	0.114	0.673P_2	0.131
3.	The development of the process of individual enquiry in the pupils	0.462	0.489P_3	0.469P_3	-0.048
4.	The attitude of the pupils to the school and to authority	0.380	0.572P_3	-0.046	0.226
5.	The professional activities of the teacher	0.213	0.262	0.133	0.357
6.	The use of teaching aids	0.546	0.074	0.735P_2	-0.011
7.	The teacher's standing with the pupils	0.188	0.176	0.005	0.396
8.	The degree of co-operation of the teacher with other staff members	0.140	0.217	-0.036	0.302
9.	The training of pupils in civic competence and responsibility	0.533	0.687P_3	0.197	0.150

* 0.4 Level of Acceptability

TABLE XX (CONTINUED)

No.	Criteria	Communal-ities	Factor Loadings 1	2	3
10.	Provision made for individual differences and group needs	0.467	$0.441P_2$	$0.511P_2$	-0.107
11.	The personality of the teacher	0.440	-0.081	-0.176	$0.634P_1$
12.	Pupil participation in lessons	0.644	0.148	$0.778P_2$	0.131
13.	The pupils work well without supervision	0.303	0.398	0.364	0.112
14.	The methods of lesson presentation used	0.527	0.131	$0.696P_2$	0.156
15.	The degree of self-evaluation of processes employed	0.380	$0.557P_2$	0.200	-0.172
16.	Qualities of leadership displayed by the teacher	0.452	0.024	-0.242	$0.627P_1$
17.	Concern with the all-round development of the pupils	0.324	$0.455P_3$	0.012	0.342
18.	Examination results	0.328	0.139	$0.410P_3$	0.375
19.	The pupils' appreciation of moral and ethical standards	0.690	$0.823P_3$	0.001	0.115
20.	The energy, force and enthusiasm displayed in the teaching	0.400	0.016	$0.431P_2$	$0.463P_2$

TABLE XX (CONTINUED)

No.	Criteria	Communal- ities	Factor Loadings 1	2	3
21.	Teacher-pupil relationship	0.170	-0.006	0.131	0.390
22.	Class control	0.227	-0.099	0.267	0.382
23.	The training of the pupils in self-expression	0.508	$0.600P_3$	0.366	0.120
24.	The teacher's participation and standing in the community	0.272	0.344	-0.021	0.392
25.	Concern with character development of the pupils	0.538	$0.716P_3$	0.084	0.133
26.	Lesson preparation and planning	0.643	0.106	$0.794P_2$	-0.037
27.	The level of intelligence of the teacher	0.240	0.143	0.086	$0.460P_1$
28.	Pupils' attitudes of courtesy, industry and self-reliance	0.550	$0.720P_3$	0.174	0.026
29.	Academic qualifications and knowledge of the curriculum	0.205	0.004	0.241	0.384
30.	The loyalty and dependability of the teacher	0.111	0.123	0.096	0.295
		11.494	4.382	4.208	2.904

NOTE: Lowering the cut-off point from 0.4 to 0.3 for column 3 would add $6P_1$, $2P_2$, $2P_3$

APPENDIX D

OBSERVED FREQUENCIES WHICH DETERMINE THE RELATIONSHIP BETWEEN THE CRITERIA OF EVALUATION EMPLOYED BY PRINCIPALS IN EACH PROMOTION SITUATION AND SELECTED CATEGORIES OF CERTAIN VARIABLES

TABLE XXI

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION EMPLOYED IN EVALUATING TEACHERS FOR CLASSROOM PROMOTION, ACCORDING TO SELECTED CATEGORIES OF CERTAIN VARIABLES (.05 LEVEL OF SIGNIFICANCE)

Criteria	Variable	Category	Frequencies by Percentages				N
			Always	Frequently	Sometimes	Never	
Qualities of leadership displayed by the teacher	Age	35-45	40.4	44.2	15.4	40.6	52
		56 plus	61.8	32.9	5.3	59.4	76
The degree of self-evaluation of processes employed	Age	35-45	21.2	46.2	32.7	0.0	52
		56 plus	6.6	30.3	52.6	10.5	76
The personality of the teacher	Age	35-45	44.2	51.9	3.8	-	52
		56 plus	77.6	21.1	1.3	-	76
The use of teaching aids	Age	35-45	25.0	55.8	19.2	0.0	52
		56 plus	9.2	53.9	35.5	1.3	76
The personality of the teacher	Experience (years)	Up to 5	53.4	41.1	4.1	1.4	73
		11-15	78.7	21.3	0.0	0.0	47
Concern with character development of the pupil	Teaching periods	None	45.9	48.1	5.3	0.8	133
		6-10	24.1	58.6	17.2	0.0	29
The personality of the teacher	School size	900 plus	72.0	28.0	0.0	-	50
		Up to 400	45.5	50.0	4.5	-	66
The development of the process of individual enquiry in the pupils	School size	900 plus	10.0	50.0	34.0	6.0	50
		Up to 400	24.2	59.1	13.6	3.0	66

TABLE XXI (CONTINUED)

Criteria	Variable	Category	Frequencies by percentages				N
			Always	Frequently	Sometimes	Never	
The teacher's participation and standing in the community	Location	Urban	8.4	26.7	47.3	17.6	131
		Rural	17.4	40.2	32.6	9.8	92
Academic qualifications and knowledge of the curriculum	Location	Urban	66.4	28.2	5.3	0.0	131
		Rural	47.8	41.3	8.7	2.2	92
The personality of the teacher	Location and size	Urban (900 plus)	70.5	29.5	0.0	-	44
		Rural (up to 400)	46.5	46.5	7.0	-	43
The loyalty and dependability of the teacher	Location and size	Urban (900 plus)	86.4	13.6	0.0	0.0	44
		Rural (up to 400)	60.5	32.6	4.7	2.3	43

TABLE XXII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION EMPLOYED IN EVALUATING TEACHERS FOR ADMINISTRATIVE PROMOTION, ACCORDING TO SELECTED CATEGORIES OF CERTAIN VARIABLES (.05 LEVEL OF SIGNIFICANCE)

Criteria	Variable	Category	Frequencies by percentages Always	 Frequently	 Sometimes	 Never	N
The training of pupils in civic competence and responsibility	Age	35-45	28.8	48.1	21.2	1.9	52
		56 plus	38.2	47.4	6.6	7.9	76
The personality of the teacher	Age	35-45	84.6	11.5	3.8	-	52
		56 plus	97.4	2.6	0.0	-	76
The teacher's participation and standing in the community	Age	35-45	67.3	28.8	0.0	3.8	52
		56 plus	52.6	30.3	13.2	3.9	76
The pupils work well without supervision	Experience (years)	Up to 5	20.5	35.6	26.0	17.8	73
		11-15	14.9	61.7	17.0	6.4	47
Examination results	Experience (years)	Up to 5	6.8	35.6	38.4	19.2	73
		11-15	2.1	57.4	38.3	2.1	47
Pupils' attitudes of courtesy, industry and self-reliance	Teaching Periods	None	47.4	37.6	9.8	5.3	133
		6-10	44.8	27.6	27.6	0.0	29
The professional activities of the teacher	School Size	900 plus	40.0	46.0	8.0	6.0	50
		Up to 400	57.6	39.4	0.0	3.0	66

TABLE XXII (CONTINUED)

Criteria	Variable	Category	Frequencies by Percentages Always	Frequently	Sometimes	Never	N
The teacher's participation and standing in the community	School size	900 plus	36.0	48.0	14.0	2.0	50
		Up to 400	60.6	31.8	3.0	4.5	66
The teacher's participation and standing in the community	Location	Urban	45.8	38.2	12.2	3.8	131
		Rural	76.1	21.7	1.1	1.1	92
Supervision and checking of written work	Location and size	Urban 900 plus	27.3	25.0	38.6	9.1	44
		Rural Up to 400	9.3	53.5	27.9	9.3	43
The teacher's participation and standing in the community	Location and size	Urban 900 plus	31.8	52.3	13.6	2.3	44
		Rural Up to 400	69.8	27.9	0.0	2.3	43
The loyalty and dependability of the teacher	Location and size	Urban 900 plus	97.7	2.3	0.0	-	44
		Rural Up to 400	81.4	16.3	2.3	-	43

B29929